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ABSTRACT

This report describes a project initiated at Westlawn Junior High School, Edmonton (Canada), in which the Community Development Office of Capital Health (CDO) worked with students using the asset-based community building approach. Focus was on the discovery, connection, and mobilization of the students' assets and gifts and connecting these with those of people and groups in the communities. Fifteen grade 9 students met for one-half day per week for one term. Project leaders and the project advisor developed assumptions, goals, and objectives to guide and evaluate the project. For each youth gathering, project leaders developed a detailed plan, including expected outcomes. The youth met for 2 full-day workshops and 14 afternoons, in addition to some full days spent on special events and projects. They created, planned, and implemented two projects that fit project goals and objectives and used their own interests and abilities: working with the community to plant flowers in a local park and organizing a carnival for day care children in the area. The project evaluation recommended continuation of the project with minor modifications. The seven-page report is accompanied by these appendixes: "Who Are We?" and "Community Building Resources" brochures; community capacity building and asset mapping: model summary; "Listen and Learn I" summary; Jasper Place Gateway Foundation description; daily plans; evaluation sheet; summary of expenses; project rating sheet; evaluation executive summary; and summative evaluation questionnaire. (YLB)

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ED 423 378

WESTLAWN KEYS TO COMMUNITY

PROJECT REPORT

JASPER PLACE GATEWAY FOUNDATION

A link to the past ... a bridge to the future

Date: August 15, 1998

Submitted To: Mark Liguori
Principal - Westlawn Junior High School

Submitted By: Community Development and
"COMMUNITY BUILDING RESOURCES"
Susan Roberts, Angie Dedrick, and Graham Mitchell

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EXECUTIVE SUMMARY - WESTLAWN "KEYS TO COMMUNITY"

The Community Development Office and the associated business, Community Building Resources, approached Mark Liguori, the principal of Westlawn Junior High in west Edmonton to request an opportunity to work with some students using the asset-based community building approach. One half day per week for one term and fifteen Grade Nine students were committed to the "Keys to Community" project. The Jasper Place Gateway Foundation's active and socially diverse membership of citizens, businesses, and community groups formed an ideal resource for connecting and sharing resources in support of community initiatives.

The project leaders and the project advisor developed assumptions, goals, and objectives which served to guide and evaluate the "Keys to Community" project. For each gathering of the youth, the project leaders developed a detailed plan for the day, including what the expected outcomes would be.

The youth met for two full-day workshops and fourteen afternoons, in addition to some full days spent on special events and projects. The youth created, planned, and implemented two projects that fit with the goals and objectives of the "Westlawn Keys to Community" project and utilized their own interests and abilities. These projects included working with the community to plant flowers in a local park and organizing a Carnival for day care children in the area.

Based on the project evaluation, it is recommended that the "Keys to Community" project continue with some minor modifications and enhancements. These include:

- Allow at least one afternoon per week over a minimum one semester for each group of youth in Keys to Community.
- Secure funding for Keys to Community (approximately $14,300 per semester, including school staff support, other human resources, materials and space).
- Conduct pre and post tests that would measure changes in the students' self esteem and leadership ability.
- Have the students develop a formal business plan as part of the creation and organization of the local community project.
- Have the school provide a liaison who would be more involved in the "Keys to Community" project.
- Find ways to increase the awareness and involvement of the parents and the staff in the CIA.
- Make modifications in the daily plans as indicated in the student feedback forms, the summary, and reflections by the project leaders.
- Conduct daily reflections and evaluations, and keep records of expenses and human resources used in the project.

The above recommendations would provide the environment and support for a successful initiative engaging youth in asset-based community building, and build on the experiences of the Westlawn "Keys to Community" project.

Westlawn "Keys to Community"

I. BACKGROUND

As the education and community health systems work toward becoming more responsive to community, they are seeking ways to engage youth as a valued part of community life. Asset-based Community Building focuses on the assets, strengths, and abilities of everyone in the community. This approach, with its positive focus, brings together and nurtures the development of relationships between people who may never have been together before, and may have never before been recognized for their abilities and talents. Asset-based Community Building nurtures an energized, positive environment that builds relationships and lays a foundation where everyone, including youth, feel welcomed and are willing to take part in creating healthy, livable communities.

The Community Development office of Capital Health (CDO), and the associated business, Community Building Resources (CBR), has learned much from Community Building with communities in Edmonton, Alberta, Canada, and North America (see Appendix I - "Who Are We" and Community Building Resources Brochure). In partnership with the Edmonton community of Glenwood, a model or path to discovering and mobilizing community assets, called Community Capacity Building and Asset Mapping© was developed in 1994 (see Appendix II - Community Capacity Building and Asset Mapping©: Model Summary). This asset-focused path has since been shared with many communities across North America, who have used it in their own ways to strengthen their Community Building efforts. In 1997, the CDO decided to reflect upon this work, with the result being a piece of reflective research entitled "From Model to Reality - Listen and Learn . . . the answers are with communities" (see Appendix III - Listen and Learn I Summary). This reflection affirmed the key elements of Community Building, distilled into the acronym of R.A.F.F. - Relationships, Action, Food, and Fun. These elements were further reinforced by local community builders when they came together at Community Building Gatherings I and II. These gatherings provided an opportunity for Community Builders to learn and share from each other, and to begin to connect with each other in support of their community building. These gatherings have branched out into monthly "chat and chews," held at various communities in Edmonton. Another piece of reflective research, Listen and Learn II, will be available for sharing in September, 1998.

This learning, building, and reflecting confirms that asset-based Community Building can make a significant contribution to the level of participation of Edmonton citizens, especially youth, in community life. Community Building requires time for people to have conversations, develop relationships, and begin to plan action in the community. The challenge to this in working with youth is that often within schools the time available to work with the youth is limited. Past experiences in working with schools and other groups of youth taught the CDO that in order for Community Building to be successful with youth, there needs to be a planned time for the necessary conversations to happen, the relationships to begin to build, and Community Building action to happen.

To this end, the CDO approached Mark Liguori, the principal of a west Edmonton school, Westlawn Junior High. The CDO requested an opportunity to work with some students using the Community Building approach, focusing on the discovery, connection, and mobilization of the students' assets and gifts and connecting these with those of people and groups in their communities; that is, focusing on what "we have" rather than "what is wrong" and finding ways and places where the students could be part of the community in meaningful ways. Principal Liguori was very receptive and the "Westlawn Keys to Community" pilot was initiated, and school time was set aside for the students to be part.

II. WHO WAS INVOLVED?

The **Community Development Office** and its associated business, **Community Building Resources (CBR)**, is a small, dynamic group in Edmonton, Alberta, with an office in the west end Jasper Place Composite High School. The many community connections and relationships they have nurtured through their work provided the ideal foundation for beginning to nurture interconnections between youth and their communities.

Westlawn Junior High School has a supportive and creative principal and staff and has implemented several innovative approaches to education. When approached with the idea for the "Keys to Community project, the principal and staff were open to the idea and interested in becoming involved in the new project. One half day per week for one term and fifteen Grade Nine students were committed to the "Keys to Community" project.

The CDO/CBR's close relationship with the **Jasper Place Gateway Foundation** - JPGF - (see Appendix IV: Jasper Place Gateway Foundation description) was seen as a strong initial resource for connecting. This group's active and socially diverse membership of citizens, businesses, and community groups is ideal for connecting and sharing resources in support of community initiatives. In addition, both the CDO/CBR and Westlawn schools are members of the Foundation.

III. PLANNING

The project leaders initially were Angie Dedrick and Mitch Miyagawa from the CDO/CBR. The project leaders and the project advisor, Susan Roberts of the CDO/CBR, developed the following underlying assumptions which would guide the "Keys to Community" project as it progressed.

The Assumptions:
- an asset based community development focus works
- youth have much to contribute to the community
- community has much to contribute to youth
- youth can create their own opportunities for meaningful participation in community by discovering and mobilizing their own gifts and resources and those of the community
- the Jasper Place Gateway Foundation area is a prime place to have this pilot project occur. The Foundation includes the geographic area of Westlawn Junior High, is a new organization

that has resources to share, is just beginning to build its membership, and is looking for local support to make things happen

- people are healthier if they are active participants in their community and have supportive relationships with others

Once the assumptions had been clearly stated, it was important to develop goals and objectives for the project. These goals and objectives served to guide and evaluate the specific actions taken throughout the "Keys to Community" project.

The **Goals and Objectives** for the "Keys to Community" project were:

1. Youth identify and learn about their own interests and strengths
- by interviewing one another
- by doing activities that highlight their own interests
- by creating at least one project that matches their interests and builds on their strengths

2. Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- by connecting with local community groups
- by brainsailing and dreaming of ways to build on their interests
- by partnering with local organizations to plan and actually do one or more projects

3. Youth learn what is positive about the neighbourhoods and communities around their school
- by participating in a "Treasure" Hunt
- by exploring the communities and meeting in different places in the area
- by talking, interviewing, and developing relationships with businesses and organizations in the area
- by using local resources in their projects

4. A model or path for Community Building with youth is developed and shared with other schools and community organizations
- by keeping a record of all activities and projects
- by asking students to evaluate each activity and initiative
- by communicating with the principal, parents and staff
- by conducting an overall evaluation of this pilot

5. Have lots of FUN, FUN, FUN!!

IV. THE PROJECT

The project began in February, 1998, and ran to June, 1998. The dates and class times for the youth were scheduled in advance to fit with the timetable of the school. In order to make the most of the limited time with the youth, project leaders planned carefully for each class. The overall plan and the daily plans for the project were guided by the assumptions, the goals, and the objectives developed by the project leaders and the project advisor. For the detailed daily plans, see Appendix V: Daily Plans.

The coordination and operation of the project was accomplished primarily by the **project leaders**. The role of the project leaders was to plan and organize each day, arrange for the necessary people involvement and materials, to evaluate and record what happened, and to reflect on these. The **project advisor** provided feedback and support when necessary and conducted the overall project evaluation. **Westlawn Junior High School** provided the commitment of fifteen students one afternoon per week, as well as flexible and supportive response to any opportunities and challenges encountered through the course of the project. The primary contact person from the school was the principal. The **Jasper Place Gateway Foundation** and its members provided connections and resources from the community whenever asked. The Foundation provided a supportive and connected community context with which the youth could interact. In the process, the Foundation also added to its own activities and successes through its involvement in the "Keys to Community" Project.

V. THE DETAILS

For each gathering of the youth, the project leaders met several days in advance to plan what was to be done. They developed a detailed plan for the day, including what the expected outcomes would be. The project leaders reviewed the feedback and plans from the previous day to build upon the ideas, momentum, and accomplishments of the youth. Planning was a key element in the success of the project. The focus on the gifts and interests of the youth meant that the project leaders had to be responsive to those gifts and interests in facilitating the youth becoming an active, positive part of the community.

Project leaders considered the following when developing plans for an afternoon meeting with the youth:

- Ensuring that the project was driven by the youth all the way through.
- Where the group was going to meet. The regular meeting place was the Glenwood Community League Hall, which was donated by the Glenwood Community, who are also members of the Jasper Place Gateway Foundation. The group also used the school as a meeting place when necessary. A project leader booked the Hall in preparation for the day.
- Transportation for the youth often presented a planning challenge. Transportation from the school to various community locations was often necessary. The youth and project advisors did lots of walking! In cases where that was not practical, cars and/or vans, belonging either to the project leaders, the project advisor, or other volunteers, were secured to drive the youth to their destinations.
- The materials required for each day, including paper, markers, and other prepared materials. Supplies were gathered in advance to take to the class.
- Balancing the activities of the day between action and doing projects with planning, discussion, and evaluation. The activities were designed to move the group toward achieving the goals and objectives (see page 3), and this required a combination of group discussion and planning. As a result, the planning for each day required a mix of activity and discussion.

- A key aspect of the project was the interaction between the youth and community. As a result, detailed planning and organization was required to allow for the conversations between the youth and Jasper Place Gateway Foundation members. Project leaders called the Jasper Place Gateway Foundation community members to arrange times for the conversations to take place.
- After each meeting, the youth filled out evaluation sheets (see Appendix VI - Evaluation sheet, see Evaluation Report for the summary of the daily evaluations) which provided valuable information about what they liked, disliked, and thought could be changed. See also section , evaluation. The project leaders reflected together about the day immediately following each gathering with the youth (see Evaluation report for a summary of the reflections).
- Financial record keeping was an important part of the project. As the "Keys to Community" project was a pilot, records were kept of time, donations, expenses, and all activities involved in the project (see Appendix VII - Summary of expenses).

The following is a summary of the steps taken by the project leaders to plan each gathering of the youth:

1. Review previous gathering, including reflections, evaluations, and accomplishments of the previous day
2. Decide on expected outcomes for upcoming day, based on project assumptions, goals, and objectives
3. Write a plan for the day
4. If necessary, book space for the gathering
5. Contact any community people with whom the youth will be trying to contact and arrange for them to be available and/or book any guests for the day
6. Gather the necessary materials for the day, including materials from the previous days, paper, pens, evaluation forms, etc.
7. Arrange transportation if necessary
8. Meet with the youth
9. Conduct the follow-up, including summarizing reflections, evaluations, and expense tracking sheets

The introductory workshops:

The project began with two full-day workshops, which were meant to be an opportunity for the youth and the project leaders to get to know one another. The general goals for the introductory workshops were for the youth to identify and learn about their own interests and strengths, for the youth to learn what is positive about the neighbourhoods and communities around their school, and for the youth to find meaningful ways to contribute to the neighbourhoods and communities around their school. The project leaders also set the stage and environment for the youth to drive the initiative. The project leaders facilitated the development of "play rules" for the group, and began to share the philosophy of the asset-based approach. The youth interviewed one another about their interests and strengths, went on a treasure hunt of the community, made observations about the community, and mapped out their personal connections with the community. After the two full-day workshops, the youth met for fourteen afternoons, in addition to some full days spent on special events and projects.

Some community activities/highlights:

- Community observations - three teams of youth dispersed into the Stony Plain Road area to make observations about the communities. They observed such things as the numbers of smiling people, talking people, children, cars (at each stop), empty buildings, food shops, graffiti, trees, posters, etc. Each team then created a picture displaying the number of each and made recommendations for the area based on the results.
- Dream community - youth developed an overall picture of what their "dream community" would look like based on the ranking a list of indicators to which they each contributed.
- Potluck lunch - the youth each brought a food item to contribute to a potluck lunch for people from the Jasper Place Gateway Foundation. The lunch was intended to allow the youth and the Foundation members to get to know one another.
- Interview day - the youth went in groups and interviewed and spent time with two organizations that matched their interests. The youth took pictures and filled out a questionnaire, and then shared what they learned with the rest of the group.
- Calgary trip - the youth were accepted to present their work at the Alberta Coalition for School Health "Healthy Kids Learn Better" conference in Calgary, AB. The youth planned the presentation and delivered it. They highlighted the projects they were working on and their accomplishments. The conference organizers mentioned their presentation as a highlight of the conference.

The projects:
The last six classes were primarily used to plan and accomplish two community projects that were created by the youth. The projects they chose fit with the goals and objectives of the "Westlawn Keys to Community" project and utilized their own interests and abilities. These projects included working with the community to plant flowers in a local park and organizing a Carnival for day care children in the area (Appendix VIII - Project Rating Sheets).

Flower planting - The youth decided that one of the projects which would both help the community and utilize their skills would be to plant flowers in a local park. The youth then connected with a group called Partners in Parks, who were also interested in beautifying the park. The youth approached the Jasper Place Gateway Foundation, who agreed to supply the flowers; they also approached a business member of the Foundation, who agreed to donate gardening tools. Two community citizens who loved gardening and were interested in beautification helped to coordinate the planting. Members of the Jasper Place Gateway Foundation helped the youth plant the flowers. In this way, the youth combined their own skills and interest with those of the community and resources to accomplish the beautification of a local park.

Carnival - The second project the youth decided to take on was a carnival for local day cares. The youth planned and designed a series of activities, including face painting, tug-of-war, potato sack races, a puppet show, and many more. They also organized a local musician to provide music, and members of the Jasper Place Gateway Foundation to provide and cook hot dogs for the children. Each of the youth was responsible for the running of an activity which fit with their skills and/or interest. The very successful carnival included 75 kids from four local day cares, and brought together the skills and abilities of the youth and community members.

VI. EVALUATION

The evaluation used a naturalistic inquiry processes and holistic perspective congruent with asset-based community development. Students, staff and principal, parents, JPGF members, and the project leaders contributed to the evaluation process (Appendix IX - Evaluation Executive Summary).

All respondents recommended that the CIA project continue . The CIA was definitely beneficial to the students, the school and the community. The CIA project clearly met all the objectives. There were favourite and effective activities and others that were not a favourite or ineffective. These were noted and changes will be made upon the determination of whether CIA will continue.

There was a lack of parental, and to a less extent, staff awareness and involvement in the CIA pilot project.

It was very encouraging to hear and read the strong support for CIA continuing on in the future. The themes of responses beyond those that addressed the set objectives were: improved students' level of self esteem, the students' increased leadership capabilities, and the students felt a greater responsibility to be responsive to the local community.

VII. RECOMMENDATIONS

It is recommended that the CIA project continue with some minor modifications and enhancements. These include:

- Allow at least one afternoon per week over a minimum one semester for each group of youth in Keys to Community.
- Secure funding for Keys to Community (approximately $14,300 per semester, including school staff support, other human resources, materials and space).
- Conduct pre and post tests that would measure changes in the students' self esteem and leadership ability.
- Have the students develop a formal business plan as part of the creation and organization of the local community project.
- Have the school provide a liaison who would be more involved in the "Keys to Community" project.
- Find ways to increase the awareness and involvement of the parents and the staff in the CIA.
- Make modifications in the daily plans as indicated in the student feedback forms, the summary, and reflections by the project leaders.
- Conduct daily reflections and evaluations, and keep records of expenses and human resources used in the project.

The above recommendations would provide the environment and support for a successful initiative engaging youth in asset-based community building, and build on the experiences of the Westlawn "Keys to Community" project.

Appendix I:

"Who Are We" and "*COMMUNITY BUILDING RESOURCES*" brochure

COMMUNITY DEVELOPMENT
Capital Health - Community Care & Public Health
c/o Jasper Place High School #681 8950 - 163 Street
Edmonton, Alberta T5R 2P2 CANADA
Phone: (403) 484-9045 Fax: (403) 484-9099
E-mail: cdoffice@cha.ab.ca WWW Site: http://www.cha.ab.ca/commdev
FRIENDS SHARE CONNECT POTENTIAL

March, 1998

Who Are We?

We are a small dynamic arm of the Capital Health Authority in Edmonton, Alberta, located in Jasper Place High School. Our numbers are small; there are three of us who are here most of the time - Johanna, Angie, and Susan - but we also have a great mix of community contractors and volunteers who "hang their hats" here depending on what is happening around our office. We also run a small business called *COMMUNITY BUILDING RESOURCES©* through which we travel to other communities in North America to share our experiences.

Our group practices the philosophy of "Community Building", where we believe each citizen, community, organization, and business has gifts to share with others. It is believing everyone has gifts, and supporting each other in the discovery and mobilization of these gifts. We have a reference list that includes insights and publications, which have provided a sound theory base and resources for what we do.

This small office has become a resource and research connector supporting the development and sharing of new community and neighbourhood discoveries and existing community resources. Our fun and exciting work with Glenwood, an Edmonton neighbourhood, resulted in the development of a model, or path, for Community Capacity Building & Asset Mapping© (developed when we were with Caritas - now just revised, March, 1998).

Our experiences in Community Capacity Building & Asset Mapping© - the Steps to Capacity Success© - have broadened our horizons and our understanding of people. We have been delighted to work with other neighbourhood and community groups as they use Community Capacity Building & Asset Mapping© in a variety of settings and with a variety of questions. The general goals of Community Building are to:

- discover the assets/capacities that a community and its citizens are willing to share to support their community
- design an asset map that graphically shows the supports and their connections
- develop community resources for the community supports
- nurture relationships that will result in community animation and action.

You can see some of the next steps from the Steps to Capacity Success© that emerged, by seeing about our many and eclectic community connections. These connections have opened doors to a variety of partnerships and unusual linkages. We now see things happening in the communities and neighbourhoods as they move forward to bring in the rich gifts and other resources they have discovered together to enrich both the economic and social life of their community. We have had strong involvement with groups who work with youth, schools, agencies etc.. This work is grouped together as well and dispersed throughout under other subheadings. We are redesigning our workshop, which will be called R.A.F.F. It Up. It interactively guides participants in developing "asset focused" thinking. The workshop assists the participants in planning their own "Steps to Capacity Success©" with their neighbourhood/community.

Workshops that we facilitate include:

- "Spark Workshop" - to develop facilitation ability
- Planning Alternative Tomorrows with Hope (P.A.T.H.) a graphic visioning exercise
- Proposal Writing - Just Do It

We have developed a new Community Building Workshop for youth:

- "Kids are Key" - now being piloted with Westlawn Junior High School - a west Edmonton school

Please note: ***We now use the term "Steps to Capacity Success©"; various communities told us "Capacity Study" was not a good term.***

We have had strong involvements and connections with many citizens and groups including:

- Beverly Towne
- Acadia House
- Alberta Heritage Foundation for Medical Research - Swift Efficient Application of Research in Community Health (S.E.A.R.C.H.)
- Actions for Healthy Communities
- Aspen Health Authority - Alberta
- City of Edmonton - Planning, Community Services
- Community Building Resources
- Community Groups - (Queen Alexandra Community Knowledge and Skills Sharing (QACKSS), Parkallen, and Mapping Inglewood Assets (MIA)
- Community Leagues - Glenwood, Millhurst, and Oliver
- "Discovering The SPICE of Whitecourt" project
- Edmonton Womens Health Network
- Family Support Network
- First Baptist Church, Edmonton
- Grey Nuns - Womens Wellness
- H.E. Beriault Junior High School
- Jasper Place High School
- Jasper Place Gateway Foundation
- Kansas City Neighbourhood Alliance
- Muttart Foundation
- Oliver Redevelopment Planning
- Pakistan Canada Association - Youth
- Celebrate Parkallen
- Prime Time for Women
- Queens Health Region, P.E.I.
- Stratford, P.E.I.
- Swan Hills, Alberta
- T.D. Baker School
- Toxics Watch Society
- WEBA - West Edmonton Business Association
- West Edmonton Inter-agency Group
- Westlawn Junior High School

We are resourced by communities, citizens, businesses, associations and health care for:

- Community Capacity Building & Asset Mapping©
- community development education and training
- developing internal and external community communication links
- proposal writing
- developing partnerships and linkages
- working with service providers toward their understanding of community building, community development, and asset based community development
- practical community centred research
- searching for project based funding & support

After three years of Community Capacity Building and Asset Mapping© with the Steps to Capacity Success©, we spent time in the summer of 1997 revisiting our community friends to see what was happening. The results of this reflection on community building are collected in a paper entitled "Listen and Learn...The Answers are with Communities" the key learnings from which were presented at the CDS Annual International Conference in Athens, Georgia, USA in July 1997. The paper is available at our office, and the summary is on our web site.

In the spring of 1998 a further reflection - Listen and Learn II, with more of our community friends will be happening. This time though, we have the "doers" (some of our community friends), as the question-makers and askers. Stay tuned for the results.

As we work and reflect with more and more groups, our thinking about Community Capacity Building has evolved. We are always trying to discover the "essence" of community building. As a result of Listen and Learn I and a three day Community Building Gathering it has become clear "R.A.F.F.ing" is key. What does R.A.F.F. mean? Take a guess - we'll have the answers for you after July 30, 1998. We have yet to publicly present this, but will do so at the CDS conference in Kansas City, July of '98. The re-designed workshop will be available in August, 1998.

We have a tri-annual newsletter (Spring, Fall and Winter) that helps to keep our friends current with what we are doing and maintains the communication lines between all of us. If you would like to be on our mailing list please let us know or, if you would like further information, or have Project/Proposal/Research Ideas - Call Us, E-Mail Us, Snail-Mail Us, or Fax Us!

Chat with Susan about getting together with **COMMUNITY BUILDING RESOURCES** to discover, connect, create, and relate, to make things happen within your community, club, church, office, department or corporation!!.... You will find and discover things you would never imagine!

We in **COMMUNITY BUILDING RESOURCES** have had the pleasure of learning and working in many settings across Canada and the US. Some of these include: the town of Stratford in Prince Edward Island, Community Economic Developers in Nova Scotia, many groups, health authorities and geographic communities in Alberta and Saskatchewan, the Prenatal Nutrition Program in the NWT and in the Yukon, and Kansas City Neighbourhood Alliance and their member neighbourhoods located in Kansas City Missouri and Kansas.

"I think it showed me the value of strong community participation in town planning."
Stratford, P.E.I.

COMMUNITY BUILDING RESOURCES

Aim High!

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WHAT is *COMMUNITY BUILDING RESOURCES*?

It is a small business led by Susan Roberts, an experienced asset-focused community developer and adult educator. Susan and her associates spend time as animateurs and conveners with citizens and their communities, groups, businesses and associations. Community Building Resources assists communities in creating environments where relationships develop through personal discovery of others' gifts and assets, and in connecting these and determining the best use of these resources and assets to:

- develop thriving, self reliant communities based on strong citizen relationships and friendships
- create a picture of, and a path to the future
- create supportive community-centred and community managed infrastructures

"Now that we understand it is relationships not questionnaires - things are happening"
Kansas City, MO

- stimulate local community social and economic growth

"I never knew my community had so much"
Edmonton, AB

HOW can *COMMUNITY BUILDING RESOURCES* work for you?

By effectively utilizing any of the following:

- Community Capacity Building and Asset Mapping©
- Participatory facilitation

"I take the steps with me wherever I go.
I always ask the asset question first"
Slave Lake, AB

- Graphic Visioning and strategy setting
- Workshop development and delivery
- Community and citizen conversations for action
- The asset- based community and citizen capacity discovery and development
- Effective group process

"I like being involved because I have made so many friends, this is my social and work life"
Edmonton, AB

- Existing needs statistics and data and gap analysis
- Evaluation
- Adult education techniques and theory
- Nutrition/food information and education

WHO is the owner of *COMMUNITY BUILDING RESOURCES*?

Susan Roberts, owner, is a dedicated professional, who believes and is committed to the development of vital communities through potentiating the undeveloped and undiscovered relationships and capacities of communities, citizens and professionals. Susan has a broad based experiential and theoretical background in community building, community economic development, adult education and health acquired in the Canadian maritimes, northern and western Canada and the central USA.

"Once you stopped using the word - health, which confused me, then I could see, and now continue to see, that first looking at the gifts and resources of people in my community really makes a difference."
Edmonton, AB

Appendix II:

Community Capacity Building and Asset Mapping©: Model Summary

COMMUNITY CAPACITY BUILDING & ASSET MAPPING©:
Revised - MODEL SUMMARY

July, 1998

COMMUNITY DEVELOPMENT, CHA &
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SUMMARY

There are new opportunities as changes in health and social systems shape and open "new ways" for community centred and driven initiatives. The **Community Development Office** of the Capital Health Authority in Edmonton, Alberta conducted a pilot project in community capacity building, surveying, and asset mapping with the Glenwood Community League in the Summer and Fall of 1994. The project provided an opportunity to begin the development of a model for **Community Capacity Building and Asset Mapping©**. The goals of Community Capacity Building & Asset Mapping© are to: discover the assets and capacities of a community, design an asset map that graphically shows the supports and their connections, develop a resource for community supports, connect and animate citizens and nurture relationship building. The key elements of the model are called the **Steps to Capacity Success©**.

Many other Community Capacity Building & Asset Mapping© projects, using the Steps to Capacity Success©, that have been completed since Fall 1994 provided the information for enhancements to the original Fall 1994 document. A workshop now called Community Capacity Building & Asset Mapping© - R.A.F.F. It Up - Making Community Building Happen has been developed to provide community groups and service providers an opportunity to develop an understanding of Community Capacity Building & Asset Mapping© and the Sfeps to Capacity Success©.

KEY MODEL ELEMENTS - STEPS TO CAPACITY SUCCESS©

The six key steps delineated here are what we have seen to be common ground in Community Capacity Building & Asset Mapping©.

1. DEFINE THE QUESTION AND THE FOCUS

- participate in a Community Capacity Building & Asset Mapping© - R.A.F.F. It Up - Making Community Building Happen workshop
- bring together a group to learn, to discuss and create a plan for Community Capacity Building & Asset Mapping©
- remember R.A.F.F. - if it isn't fun it won't last
- communicate

2. INITIATE

- begin to create environments to R.A.F.F. It Up
- establish key community contacts
- refine questions
- develop community partnerships, networks and links/working groups
- complete a community "walkabout" and gather community profile information
- make use of existing research resources (ie. key print and technological resources with the community)
- confirm geographic boundaries (if appropriate)
- develop a short paper description of the Community Building
- inform community members via their newsletter, the media and by attending community gatherings/meetings
- develop goals and objectives
- develop timeline
- communicate

3. PLANNING FOR COMMUNITY CONVERSATIONS (Design Questionnaire and Database)

- design questions to ask individuals, business/associations or groups
- write questions in logical order and ensure that each question requires only one answer (this eases database design if being used)
- set up separate databases to complement each questionnaire
- communicate

4. TALKING, DISCOVERING, CONNECTING (Conducting the Survey)

- develop a comprehensive list of all businesses and associations
- develop a paper description of what you are doing to give to each person with whom you speak or make contact
- develop a plan for talking to citizens, businesses, and associations
- conduct a training session with new helpers
- initially talk with as many project partner members as possible
- connect with key people in key organizations - talk with them and ask them the questions using the questions you designed
- preferably talk with the owner/manager/supervisor in the organization
- expand your organization lists as you talk with new people and new information emerges
- talk in person whenever possible to ensure relationships are developed
- as you are talking make the information sharing and gathering mutual, and relationship building
- record the information (on a database, or on a question sheet)
- communicate

5. PUTTING IT ALL TOGETHER

- create an asset map from the information you have to date
- describe what happened and discuss the results to date through a written account or story
- communicate

6. COMMUNICATE - All the time with as many people as possible

- keep people informed throughout - Church Bulletins, Newsletters, local paper, etc.
- develop a summary (feedback loop) and send a copy to all the people you met
- present copies of the written account/story to all key parties
- communicate results with communities and groups inside and outside the community/ies that navigated the Community Capacity Building & Asset Mapping© project
- keep a record of to whom the written account or story and summaries (feedback loops) have been sent

CONCLUSION

The **Community Capacity Building and Asset Mapping Model©** can be applied in any setting. Community Development, CHA, and *"Community Building Resources"* (a private business) have been involved in a variety of Community Capacity Building & Asset Mapping© and Steps to Capacity Success© initiatives in urban and rural neighbourhoods asking questions around supports for health. Community Capacity Building & Asset Mapping© initiatives have also started with groups asking questions about food supports, supports for stress management, recreational support for youth, community connections for youth, and supports for children. Remember, these elements, often called the Steps to Capacity Success©, are only the beginning of Community Capacity Building & Asset Mapping©. Full accounts of some of these initiatives are available upon request from the Community Development Office, CHA, and *"Community Building Resources"*. In the summer of 1997, a reflection was conducted with seven of the communities who chose to use Community Capacity Building & Asset Mapping©. The lessons learned during this reflection, Listen & Learn - the answers are with the communities! is available at this office. A Listen and Learn II is now in progress. Stay tuned!

Please feel free to contact the office if you have any questions or would like further information.

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Appendix III:

“Listen and Learn I” Summary

From model to reality- Community Capacity Building and Asset Mapping©

FRIENDS SHARE CONNECT POTENTIAL

Listen and Learn...

the answers are with communities

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Updated July, 1998

Listen & Learn ... the answers are with communities!

SUMMARY

Community Development has many meanings and elicits different interpretations and ways of practice for different groups of people. Most often, the differences lie in **who** the players are and what **their roles are**, the **approach** that is taken, and the **methods** used to bring the community together. The new Community Development Office (CDO) is an arm of the Capital Health Authority in Edmonton, Alberta, Canada. In the new community-centred health environment in Alberta and Canada, the CDO saw an opportunity and a challenge to ask new questions and assume new roles. The Glenwood community and this Community Development Office found a way that encouraged community citizens to find their gifts and abilities and opened doors to ways for shared responsibility and more local action - the Community Capacity Building and Asset Mapping© Model with the Capacity Study (now called the Steps to Capacity Success©). The essence of the Model and the Steps is a community engaging in conversation and discovery within itself, using a questionnaire and a series of steps that set the stage for Community Building.

This report describes a reflection in conjunction with the first seven of twelve groups who have used the Steps to Capacity Success©. The people from the seven groups were interviewed using a questionnaire that was developed to address five Key Questions about Community Capacity Building and Asset Mapping© and the Steps to Capacity Success©. The answers to these questions would then be utilized to increase the level of success of other Community Capacity Building and Asset Mapping© initiatives and to improve the practice of the CDO.

THE FIVE KEY RESEARCH QUESTIONS were:

1. **How and where did the initiative start in the community?**
2. **What were the common elements used to find the assets and mobilize them?**
3. **What determined the sustainability of the community building over time (1-3 years)?**
4. **Was there a role for a service provider and what was the role? Was there a role for a community builder and what was the role?**
5. **Did any elements of the Community Building require funding, and if so when was it received and who was the funder?**

Data were gathered using two methods: (1) in-depth, open-ended interviews with key community participants, and (2) the collection and analysis of written accounts and records located at the Community Development Office. The interview data were input on four databases using Microsoft Works 3.1.

The results showed:

KEY RESEARCH QUESTION #1: **How and where did the initiative start in the community?** Initiatives started through gatherings which encouraged **"a new way"**, in an **atmosphere of sharing, learning, and discovery of each other's gifts, ideas, and interests, which ultimately led to relationships developing between citizens.**

KEY RESEARCH QUESTION #2: What were the common elements used to find the assets and mobilize them?
The Six Steps to Capacity Success© and the sub-steps were very useful as a vehicle for ***finding*** the assets and beginning the conversations that must happen between community citizens before Community Building can take place. The **Asset Map** and **people getting together and developing relationships** were most often mentioned as ways for ***mobilizing*** the communities' assets.

KEY RESEARCH QUESTION #3: What determined the sustainability of the community building over time (1-3 years)?
Five factors were identified as important to sustaining Community Building: (1) commitment, dedication, or perseverance; (2) being a part of an activity; (3) passion, honesty, and beliefs; (4) relationships; and (5) knowledge of community history and contacts. It was interesting that these factors seemed to emerge in some of the people as the Community Building progressed, and that others have them to start.

KEY RESEARCH QUESTION #4: Was there a role for a service provider and what was the role? Was there a role for a community builder and what was the role?
There seemed to be no clear separation between the CDO and others as community builders. The CDO was a spark and enthusiast for all seven communities and an administrator for five. All those involved, whether they were a service provider or community citizen, exhibited valued personal attributes such as: enthusiasm, positive thinking, perseverance, sense of humour, dedication, and the ability to take risks.

KEY RESEARCH QUESTION #5: Did any elements of the Community Building require funding, and if so when was it received and who was the funder?
The reflection seemed to show that funding can be an enabler for ***mobilizing*** community assets but may not help when it replaces the natural relationships built from the discovery of a community's gifts.

The key outcomes of this reflection were:

- Community Capacity Building and Asset Mapping©, with the Steps to Capacity Success©, works.
- Community Capacity Building and Asset Mapping© nurtures an atmosphere of discovery and sharing, from which community driven initiatives emerge.
- The Steps to Capacity Success© facilitate the building of relationships and encourage the emergence of key individual gifts that sustain Community Building - commitment, dedication, perseverance, passion, and honesty.
- The CDO has keener awareness and understanding of the impact of the CDO's involvement in, and withdrawal from, Community Building. The CDO learned that staying involved longer is not disabling, but forms long-lasting relationships.

Listen and learn II is now in full swing with people from each of the eight communities involved in community building interviewing each other to discover their successes and experiences. Stay Tuned!

Appendix IV:

Jasper Place Gateway Foundation Description

JASPER PLACE GATEWAY FOUNDATION

A link to the past ... a bridge to the future

April, 1998

The new **Jasper Place Gateway Foundation** is a dynamic group of community members, community groups and businesses who live and/or work in or near the area. **Great Changes in the Jasper Place Gateway Foundation (JPGF) area are beginning to happen!** The area lies between 170 St. and 142 St. AND 107 Ave. and 95 Ave, the communities of Glenwood, Britannia-Youngstown, Canora, West JP/Sherwood, Grovener, and Crestwood, and encircles Stony Plain Road, the main business area.

With the encouraging support, the willingness of the people to be involved, and the support of the survey respondents, and City Councillors Wendy Kinsella and Leroy Chahley, and after many meetings and gatherings, **the new Jasper Place Gateway Foundation (JPGF) was formally incorporated on May 2, 1997**. The ever growing number of members (over 80) are from business, community organizations and individuals, and exciting mix of people interested in making things happen.

Comprehensive surveys have been conducted over the last year, June 1996 to March 1997. One hundred and fifty-five of the 400 businesses and 46 of the 90 community groups in the area were successfully reached for an interview. The results of the survey showed a high level of interest in making positive change in the area. The key ideas and issues that were identified by these groups to work on were: safety, finding ways to make te area pedestrian-friendly traffic, beautification of the area, cleaning up the area, and celebrating the area through festivals and celebrations.

The objectives of the Society are:

a) to promote the Jasper Place Gateway Foundation area as a preferable area to live and do business
b) to promote and foster a good relationship between the citizens and businesses in the area
c) to improve the physical environment of the area
d) to promote and encourage community events in the area
e) to involve, support, and assist citizens and business to accomplish positive change in the area
f) to raise funds to assist the foundation in achieving its objective

Meetings are held the first Monday or Tuesday of the month at different venues in the area where the local organization or business is the host for a light supper served at 6:00 pm and then a meeting held at 6:30 pm. All are welcome!

Please inquire with Susan Roberts, President at: 484-9045 or
Peter Adamack, Vice President at: 484-3333

Jpgf/blurb.wpd

Appendix V:

Daily Plans

DAY 1 - Tuesday, February 24

General goals and objectives:

- Youth identify and learn about their own interests and strengths
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

Morning

1. **Meet kids and Walk to Glenwood**
- Meet students and introduce ourselves.

2. **Introductions**
- Who are we - who are you - names
- What is this all about? Unique opportunity for all of us - develop this together.
- Overview of the day - food allergies?
- Play rules

3. **Let's talk about community**
- Where do you live? Put on map
- One thing you like about your neighbourhood
- How many people do you know in your neighbourhood
- "Draw Your Dream Community" - on flips

4. **Half-full/ Half-empty**
- Split group into two teams
- Team one goes out around the Hall for 10 minutes and finds the things they like about the area. Team two goes out and finds the things they do not like about the area after team one returns.
- The first group who stays in will look at all the community pictures, and write down all the common themes on cards. The second group will clump them.
- Compare descriptions of the area and talk about half-full/ half-empty.
- Draw big cup on the wall and introduce idea of half-full half empty

5. **Gifts**
- What can youth contribute to the community? (in big or small groups)
- Kids will interview each other - individual gifts

- Kids put three gifts of the person they interviewed on gift boxes and post them. If they found their 7th degree of separation, draw the connection.
- Talk about the gifts, and 7th degree connections.
- If time permits, clump for asset map.

LUNCH- pizza at Glenwood Hall. Susan brings pizza at 11:30. During lunch, Susan talks about JPGF.

Afternoon

1. **Treasure Hunt**- finding the treasures of Stony Plain Road.

- Three teams of five students. Each team is chaperoned by Susan, Angie or Mitch.
- S,A, and M have master copy with contact names and answers.
- We start after lunch approximately 12:00. All teams must back at the hall by 2:15.
- Add up points and discuss treasures. Any surprises? Everyone wins.

2. **Wrap up**

-Review days activities and get feedback from kids - what did they learn? What do they think?
-Next Time: Wednesday, March 4
-Homework: Bring as many newspaper articles about youth/ kids that you can find.

DAY 2 - MARCH 4, 1998

General goals and objectives:

- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

Morning

1. Review Day 1

- have new students put their names on map
- find out sub preferences
- have students from Day 1 explain to students who weren't there about day 1
- introduce new posters

2. JPGF Connections

- reintroduce JPGF
- map all the personal connections to JPGF students have, all the places they know and like, friends they have that live near, buses, places their parents work, restaurants, travel routes they use
- also map all the places they discovered in Day 1

3. Clippings/ Catch-up

- students who were here in Day 1 look for clippings in papers about youth while students who weren't there interview each other and put up gift boxes (20 minutes)
- each student picks one article and reads it (or in pairs if there aren't enough articles) (5 minutes)
- Discussion- put questions on flip: each student answers these questions about their article:
    1. what's it about?
    2. did you know it was happening?
    3. is it "local"?
    4. are youth portrayed in a positive or negative way?
    5. what do you think about the article?
- articles are placed on half-full/ half-empty cup
- ideas are added to "How you(th) can contribute" list

4. Game break

5. Working with the gifts
- clumping gifts
- "sharing gifts" questionnaire - individual
- discuss last question on questionnaire and add to "How you(th) can contribute" list

LUNCH - Sub sandwiches at Goodwill

Afternoon
1. JPGF observations
- split into three teams, each completing an observation sheet
- walk back to the Hall

2. Discussion/ debrief from observations
- talk about what to do with the information
- discuss interesting finds
- (time permitting) Resources: come up with a big list of every "resource" the students have come up with: from the JPGF map, volunteer and work experiences from their interviews, groups they are interested in, groups their parents/ families are involved in (link this to "ideas" flip and talk about how eventually we'll combine them)

3. Discuss next 14 weeks- goals and what's to come
- possibility of presenting to JPGF AGM

DAY 3 - March 11, 1998

General goals and objectives:

- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. One-on-one interviews

Angie will take each kid aside and have a 3-5 minute interview to really zero in on what specific interest each student could work on

2. Stony Plain Road Observations

- kids will make posters for JPGF AGM and for Jasper Place Open House
- 3 students (1 student from each observation team) will do "Sights, sounds, and smells of SPR" collage with pictures
- 2 students (volunteers) will make banner- "SPR Observations, March 4, 1998"
- rest of students break into the three observation teams
- each team takes poster of their section of SPR and draws results on it
- results to be highlighted are:
    1. smiling people (at each stop)
    2. laughing people (at each stop)
    3. talking people (at each stop)
    4. people walking alone (at each stop)
    5. police (at each stop)
    6. children (at each stop)
    7. seniors (at each stop)
    8. cars (at each stop)
    9. bikes (at each stop)
    10. buses (at each stop)
    11. shops dealing with food (overall)
    12. empty buildings/ spaces in buildings (overall)
    13. empty lots (overall)
    14. parking lots (overall)
    15. security systems (overall)
    16. places with graffiti (overall)

17. garbage cans (overall)
18. trees (overall)
19. benches (overall)
20. posters (overall)

- For each result the team will draw a symbol with a number beside it.
- each team will come up with three recommendations for JPGF based on results
- come back as large group and put maps together and come up with master list of recommendations

3. Game break

4. Dream Community Indicators

- kids will go back to dream community groups
- each group will come up with five most important things about their dream communities and put on cards
- cards are stuck on wall and grouped
- each kid gets three votes for most important "indicators" of a dream community
- take the top ___ and put on a list

5. Potluck next class?

- kids each bring a dish or we cook something together

6. Evaluation

7. Other

- volunteers for JP Open House?
- kids can make up thank-you cards for Goodwill and Glenwood
- kids can make up name of group

DAY 4 - March 18, 1998

General goals and objectives:

- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Meet students** at school at 11:30

2. **Lunch** (for 25)

- making sandwich plates
- who will bring what:
    - B.- salad
    - J., A., R., L.- dessert
    - J., A.- juice
    - K.- cold macaroni dish or buns
    - D., T.- cheese
    - C. - loaf of bread
    - R. - head of lettuce
    - L., A.- 3 tomatoes each
    - D. - 3 cucumbers
    - J.- (wasn't there)
    - we bring loaf of bread and dozen buns, meat, and condiments
- have one person make up place cards- we will assign seating
- have one person write up list of top 8 indicators nicely
- could have one person doing banner for Stony Plain Road observations
- five tables set up

3. **Community guests**

- JPGF guests will be invited to come and share lunch with the kids- 12:15 PM
- introductions
- eat and mingle with kids until 12:30 PM
- have kids give tour of what we've done
- ask kids to take notes on discussion- prize draw at end for those who can answer questions.
- discuss JPGF through guided discussion:

- What does each of our guests do? Have them put their location up on JPGF connections
- What is JPGF?
- What does it mean to the guests?
- What are the JPGF objectives?
- What are the different committees?
- What is the festival committee?
- What kind of plans do they have?
- What possibilities do you see for youth to be involved?
- What could members of the Foundation or your business offer for the kids to explore their interests? Any ideas?

Invited guests:
- Phyllis ✓
- Eveline ✓
- Ron ✓
- Cas - maybe
- Marjorie ✓
- Lowell ✓
- Mark Liguori ✓

4. clean up/ break

5. Finding out about JPGF- surveys
- explanation for kids: remember in April we will be coming up with projects to do, combining gifts (personal interviews), dream communities, and resources/ people we discover. But the project has to be something the community is interested in, so today we'll be finding out what the community is interested in. This is also a chance for you to find places you would like to go and visit in the next two classes.(give example)
- maybe talk about gifts- has to be reciprocal
- surveys are divided into four binders
- in groups of four (assign using place cards) kids leaf through binders of surveys to find:
    1. possibilities for youth to be involved- ideas
    2. interesting leads/ matches for their interests
    3. interesting leads/ matches for any of the dream community indicators
- use example
- each student will come up with their own list
- discuss and add to "What You(th) can do" flip

6. Other

- find out what kids are doing in other classes
- CIA slogan and logo contest- prize is a t-shirt
- banner for JPGF observations
- re-do "sights and sounds"
- wash chairs
- thank you cards- Goodwill, Glenwood, guests
- squares game

DAY 5 - March 25, 1998

General goals and objectives:

- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Review last class**

2. **Exploring the neighbourhoods**

- kids break into four teams
- each team to go to one neighbourhood to observe
- observations to be based on dream community indicators
- search for three treasures identified by community guests last class

3. **Interviews/ Profiles**

- students will go and interview/ profile people and places that match their interests (as from last week) in groups
- taking pictures?
- each group will present what they find to the rest of the group

DAY 6 - April 8, 1998

Glenwood Community League Hall

General goals and objectives:

- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

1. **Evaluations of Day 4 and Day 5**

2. **Overview of Day**

- Alberta Coalition for School Health Presentation
- Logo and Slogan contest

3. **Follow - up to "Community Observations"**

- finish questionnaires and CIA Hotspot Reports (add pictures)
- make Thank You cards for West End Day Care, Lockerbie and Hole, Gordon Howell, and Boys and Girls Club.
- share about Community Treasures and Hotspots

4. **What are you studying in class these days?**

5. **What will our Project be?**

- Angie reviews Areas of Interest
- kids review flips
    1. Gifts
    2. Stony Plain Road Observations
    3. Community Observations (done previously - above)
    4. Dream Communities
    5. Areas of interest (Angie)
- Civic Entrepreneur Activity
    -kids work in groups of two to generate ideas that encompass all 5 elements, are action oriented, and fun.
    -Using dots, kids choose top three to five ideas
    -Kids rank mathematically

6. **Next day plan** - Interview Day - Friday April 17, all day

- review the plan
- what will we ask?

DAY 7 - April 17, 1998
CIA Interview Day

General goals and objectives:
- Youth identify and learn about their own interests and strengths
- Have lots of FUN, FUN, FUN!!

The Plan:

9:00 a.m.	Meet at Jasper Place High School, tower doors for tour.
10:00 a.m.	Meet in CD Office • review schedule for day and prepare for interviews (i.e. review questionnaires etc…)
10:30 a.m.	Arrive at organization for a one hour interview and tour.
11:30 a.m.	Meet back at CD Office for lunch (students to bring bag lunches)
12:15 p.m.	Arrive at organization for two hour interactive interviews.
2:15 p.m.	Meet at Westlawn. • complete evaluations for the day • hand in questionnaires

Interview Schedule:

Morning Interviews (10:30 to 11:30)
1. Super Pet
2. Little Friends
3. Giovanni Music
4. Sport Chek
5. Revolution Cycle

Afternoon Interviews (12:15 to 2:15)
1. Artra Art Supplies
2. Off the Fence
3. YMCA
4. JP Sports Clinic
5. Pets with Leanne

DAY 8 - April 24, 1998

General goals and objectives:

- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- A model or path for Community Building with youth is developed and shared with other schools and community organizations
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Logo and slogan contest**

2. **Project Planning**
- The projects
  - *which student gifts and interests do they use?
  - *how are businesses and communities involved
  - *how do they contribute to their dream communities?
- Colin Beddes - Partners in the Park
- JPGF mtg Monday May 4 - who can attend?

3. **Game break - Darla**

4. **Presentation planning - Alberta Coalition for School Health, Calgary**
- How does involvement in the CIA affect health? brainstorm
- Who will present what? Dan, Tawny, Rob, Bev
- New posters (projects, Dream Community indicators, gifts, logo and slogan)
- Photo album

5. **Other**
- Interview wrap-up - Thank -you cards
- Calgary details
  - -T-shirts??
  - -leaving time
  - -permission slips
  - -meals
  - -behavior expectations
- Grade 10 registration - get your passports in to Mrs. Hoeksema today!!!

6. **Evaluations**

DAY 9 - May 1, 1998

General goals and objectives:

- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Meet at Westlawn**

2. **Other**
- Penny Carnival ideas from Mr. Ligouri - garbage bags
- JPGF mtg - Monday May 4 at 6pm
- Off the Fence Dress Rehearsal - Tuesday May 5

3. **Walk to Butler Park**
- Think about ideas for JPGF area beautification
- Pick up garbage

4. **Butler Park**
- Fill out questionnaire - ideas for how we can spruce it up
- Activity with Darla in Butler Park

5. **Stony Plain Road walkabout**
- Split into 3 groups
- Fill out questionnaire - look for ideas for how we can spruce up the JPGF area and potential resources for projects
- Mural project???
- Visit at least one business who can assist with either project (Apache Seeds etc…)
    - -Fill out a questionnaire with them and leave a CIA/JPGF blurb

6. **Meet back at Westlawn at 2:30pm**

7. **Evaluations**

DAY 10 - May 11, 1998

General goals and objectives:
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

By the end of this day we will:
* set a date for Penny Carnival and list of day cares and schools that can attend
* set a date for Butler Park Planting
* develop a timeline for the Penny Carnival, the Butler Park Beautification, and the Mural Initiative
* plan for next week

Part I - Business and Community Assistance

1. Updates
- JPGF - Report from group who attended the JPGF meeting
- Off the Fence

2. Project Information Gathering

a. Day Cares
  - Discuss the possibilities of attending a Penny Carnival
  - Date and location (possibly Butler Park or Glendale School)
  - What times would be convenient? What ages would attend?

b. Butler Park
  - Meet with Butler Park interest group (Marie Beddis, JPGF - Cas)
  - What are the plans thus far?
  - Share the CIA suggestions
  - How can the CIA help?
  - Date for planting.

c. Mural Initiative
  - Meet at JP school with Eveline Garneau, Helen Buchkowski, AB Crafts Council reps
  - What are the possibilities of having something done for end of June??? - in Butler Park.

Part II - Continued Project Planning

1. **Group Reports** (Day Cares, Butler Park, Mural Initiative)

2. **Planning - Penny Carnival**

a. General discussion
  - when and where?
  - who will attend (ie. which schools and day cares)?
  - what age groups?
  - will this be an all day or half day event?

b. Individually students identify how they can contribute their skills or talents.

c. Divide into committees based on how the feel they can contribute.
  - Possible committees include:
    -Sports
    -Games
    -Petting Zoo
    -Music
    -Drama
    -Arts/Crafts
    -Details (Props, advertising, business support etc.)
  - Each group will plan and answer the following:
    -Describe the activity/game in detail.
    -What supplies will be needed?
    -How many people are necessary to run it?
    -Will there be prizes?
    -What businesses will help?
    -What needs to be done? Who will do it? When will it be done?

3. **Planning - Empty Lot and Beautification**
  -Butler Park and other planting possibilities
  -Murals

4. **Planning for next time**

DAY 11

Class was Canceled

DAY 12 Plan- May 26, 1998

~ Planting Day ~

General goals and objectives:
- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Plant flowers in Butler Park** - assist Colin and Mary (Partners in the Park)

2. **Bird Feeders** - students make bird feeders at Koopmans Manufacturing.

3. **Invitations** - students make invitations for the Penny Carnival.

4. **Penny Carnival Planning**

- have students who were unable to attend May 20th half hour session, and ask them which activity they would like to lead.
- have students complete Activity Questionnaires
- Business visits:
    - -Koi Pet Store re: Terry bringing her pets to Petting Zoo
    - -Atra Art Supplies re: sidewalk chalk, knee pads, props?
    - -Saxony re: talk to Caz about his hot dog machine

5. **Other**

- Plan for next week - Glenwood Hall - clean chairs, trial run of Penny Carnival activities
- C.I.A. End of the Year Party - Ideas? When?

DAY 13 - June 2, 1998

General goals and objectives:
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. Butler Park Project Evaluation

1. Review the reasons behind doing our projects by discussing how we came up with our project ideas. Use 5 criteria:
    i. Use the gifts of the CIA
    ii. Help the businesses on Stony Plain Road
    iii. Help the communities around Stony Plain Road
    iv. Help begin to make our dream community
    v. Will it be fun?

- Have students complete "CIA Project Evaluation" individually.
- Break into 3 groups to discuss their answers. Use flips to record. Also ask: **Do the students feel the Penny Carnival will meet our 5 criteria?**

2. Penny Carnival - final preparations

- review the plan
- each student will be given a sheet that includes the details for the day, and their specific responsibilities.
- practice the activities, including the crafts and the drama presentations.
- details - where to meet, what time, what to wear, etc….

3. Other

- Thank You cards for Koopmans, Marie and Colin, and Apache Seeds.
- How can we thank Glenwood for the use of their hall? Thank you card? Clean chairs? When?
- Bird feeders - painted? Birdseed? Who will hang them and when?
- End of the year party- discuss whether the students want to do this, including what they would like to do, and when.
- Examiner article - Heather Bell will be around to interview some of the kids.

4. Evaluation

DAY 14 - June 9, 1998

~Carnival Day~

General goals and objectives:

- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

DAY 15 - June 16, 1998

~End of the Year Party~

General goals and objectives:

- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Meet students** at 11:20 and walk to Glenwood Hall

2. **Butler Park Evaluations and discussion**

- complete evaluation sheets and discuss in small groups
  -Do the students feel they could have or should have been more involved in the planning?

3. **Closing Discussions** (In small groups):

- Review our goals and expectations for the pilot project. Have the students review what we have done.
- Show their dream community indicators and ask: How has being involved in the CIA changed your ideas of your dream community?
- Ask each student to reflect, one by one, on the last 6 months and share their overall feelings. What was the highlight of the CIA? Was being a part of the CIA worthwhile for them? Why or why not?
- Share some of our thoughts about the successes, challenges and disappointments. (i.e. and discuss. Were our expectations too high? Should this be done again? What should be done differently?
- Come back to the larger group.
  - Does anyone want to share some of their discussions?
  - Would anyone like stay involved with JPGF over the summer?
  - Can you see the CIA continuing at JP High? What it would look like, and who would be interested?

4. **Overall Evaluation** - will take place on Tuesday June 23 at noon by Susan Roberts.

5. **Fun time!** - Pizza and games (as planned by students)

Appendix VI:

Evaluation sheet

Westlawn - Keys To Community

We are all in this together... so tell us: what was good and what wasn't?

Date:

THE MOST INTERESTING THING WE DID TODAY WAS......

I LEARNED THE MOST FROM DOING...

I WOULD LIKE TO KNOW MORE ABOUT OR DO MORE....

WHAT I DIDN'T FIND INTERESTING OR EDUCATIONAL WAS...

WHAT I LEARNED TODAY WAS...

Appendix VII:

Summary of Expenses

Westlawn - Keys to Community

Summary of Project Expenses

	Human Resources (HR)					Non-HR Costs		
Date	**prep**	**class**	**follow-up**	**in-kind**	**TOTAL**	**Cash**	**in-kind**	**TOTAL**
January 98	5				5			
February 98	20				20			
March 24	37	16	6	0	59	69.14	55.00	124.14
March 4	26	18	8	0	52	67.65	105.00	172.65
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June 16	8	12	4	0	24	117.92	50.00	167.92
Evaluation	10.5				10.5	copying 100.00		100.00
						gas 150.00		150.00
TOTALS	**287.5**	**187**	**64**	**69**	**607.5**	**1281.90**	**1038.41**	**2320.31**

HR Costs:						**Non-HR:**		
			Hours	**$/hr**	**$$$**			**$$$**
Westlawn			18	30.00	540.00		Westlawn	96.00
CDO			520.5	20.00	10410.00		CDO	1185.90
JPGF (in-kind)			69	20.00	1380.00		JPGF (in-kind)	1038.41
				TOTAL:	**12330.00**		**TOTAL:**	**2320.31**

Grand Total Project Expenses: $14650.31

Appendix VIII:

Project Rating Sheets

C.I.A - April 8, 1998 **Name:**________________________

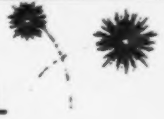
WHAT CAN CIA DO??

(Please think carefully about the criteria)

Rank the action ideas 1 to 5

#5 is the BEST **#1 is the WORST**

CRITERIA for THIS ACTION→	**A**	**B**	**C**	**D**	**E**
Does this action→	↓	↓	↓	↓	↓
• **Use the gifts of this group? 1-5**					
• **Help the businesses on Stony Plain Road? 1-5**					
• **Help the communities around Stony Plain Road? 1-5**					
• **Help begin to make our dream community? 1-5**					
• **Will it be fun? 1-5**					
YOUR TOTALS→	**A**	**B**	**C**	**D**	**E**
	_	_	_	_	_



TOTALS ON THE FLIP CHART ON THE WALL

Appendix IX:

Evaluation Executive Summary

EXECUTIVE SUMMARY - CIA Evaluation Report
IT WAS A SUCCESS!!

The Community Development Office of the CHA approached principal Mark Liguori requesting an opportunity to work with some students focusing on the discovery, connecting, and mobilization of the students' assets and gifts and connecting these with those of people and groups in their communities, specifically the Jasper Place Gateway Foundation community. The pilot project "Westlawn Keys to Community" subsequently began with 15 students and had an accompanying evaluation plan.
The assumptions, expectations, and goals and objectives for the pilot were developed by the project leaders. Once the initiative was on its way, the students created their name - CIA (Community Involved Adolescents), a logo, and a CIA Mission.

The EVALUATION (summative and formative) was conducted with input from the principal, students, teachers, JPGF members, parents, and project leaders. All evaluation respondents indicated that the project was a success and that the CIA continue. Some of the responses to the questions referring to the CIA goals and objectives were:

- Positive changes in the relationship between adults and the youth - more mutual respect
- Increased leadership ability, including improved self confidence, self esteem and sense of responsibility and an understanding of the importance of teamwork
- The community is friendly and is willing to help and work with youth
- By discovering and connecting the gifts of each other action can result
- There is a strong likelihood that the CIA youth will feel an increased sense of belonging and will carry a stronger feeling of community responsibility as an adult.
- "I learned about the community and that it has stuff that I want in my dream community" and we made some new friends

The Evaluation revealed that the respondents felt the CIA could be in the school:

- as part of health
- as part of many pieces of the curriculum
- as an option in leadership or community development
- as a form of work experience with a difference
- six CIA students said it should be in High School.

And the ideas for CIA in years to come included:

- keep it going!
- have it a full year or allow more time in the term
- make CIA a showcase
- use the geographic area closer to the school, bring the carnival to the children
- take a more business plan approach to the CIA - write the objectives of the activities- what they will do, how to do it, and how will they know they did it
- it needs a few content refinements and more time.

The cost for this successful pilot project was approximately $14,470. The expenses were shared by Community Development, the Jasper Place Gateway Foundation Community, and Westlawn school and include the human resource time (all in-kind this year), the facility charges (in-kind), and materials.

WESTLAWN KEYS TO COMMUNITY
Community Involved Adolescents - C.I.A 1998

JASPER PLACE GATEWAY FOUNDATION

A link to the past ... a bridge to the future

AN EVALUATION REPORT

WESTLAWN KEYS TO COMMUNITY - Community Involved Adolescents - C.I.A

IT WAS A SUCCESS!!

Date: **August 15, 1998**

Submitted to: **Mark Liguori**
Principal - Westlawn Junior High School

Submitted by: **Community Development and Community Building Resources**
Susan Roberts, Angie Dedrick and Graham Mitchell

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Westlawn Key to Community - CIA Evaluation Report

I BACKGROUND

The Community Development Office of the CHA (CDO) approached principal Mark Liguori requesting an opportunity to work with some students focusing on the discovery, connecting and mobilization of the students' own assets and gifts and connecting these with those of people and groups in their communities; that is focusing on what "we have" rather than "what is wrong" and to find ways and places where the students could be part of the community in meaningful ways. Principal Liguori was very receptive and sixteen students become the "Westlawn Keys to Community" students (subsequently there were 15 students, one student relocated to another school). The assumptions, the expectations of the project leaders of the students, and the goals/objectives/mission and logo for the "Westlawn Keys to Community - CIA", were developed before and during the course of the project (see attachment I - the CIA Assumptions, expectations, goals, objectives, mission and logo). During the entire project a concerted effort was made by the project leaders to reflect regularly on the content of the material developed and the ways used to deliver the content.

This evaluation uses a naturalistic inquiry processes and pursues a holistic perspective, both are congruent with the community development practice of the CDO which focuses on the discovery, connecting and mobilization of the assets and gifts of people and their communities. Students, staff and principal, parents, JPGF members, and the project leaders contributed to the evaluation process.

Detailed documentation was also kept on the human resource time spent and the materials used (in-kind and other) during the project (see Attachment II - Summary of Project Expenses).

II ASPECTS OF THE EVALUATION

1. Formative Evaluation

The purpose of the Formative Evaluation was to assess changes that were needed in the planning for the CIA gatherings for each of the forthcoming weeks to get a "feel" for how the students were reacting, AND to complement the Summative Evaluation.
The tools that were used to inform the Formative Evaluation (see attachment III) include:

- The weekly plans
- The weekly student feedback form
- After eleven of the thirteen times the CIA came together over the term the youth completed an evaluation/feedback form.

The evaluation feedbacks for each day were summarized. These evaluations gave indications of what activities the students enjoyed, what they felt the class taught them and their suggestions for changes.

- The weekly reflection summary notes by the project leaders and any other notes and informal feedback from the principal, teachers and parents. After each gathering the project leaders reflected together on the gathering. They made notes about the materials used, the projects, and outings, what the youth talked about, leader effectiveness, the reactions of the youth to each day, what could be changed, and what worked well. Often comments and informal feedback from the principal, parents and teacher, community groups and businesses were recorded throughout the term from meetings with the principal, conversations with parents, teachers and members of the JPGF on the phone, in person, at the Westlawn Open House, the Westlawn Awards night, and while the CIA projects were taking place in the JPGF community.

All this formative information was integrated into the CIA project as it moved along, it was used in this evaluation, and will be used to modify and enhance the CIA project in the coming years.

2. Summative Evaluation

The purpose of the information from Summative Evaluation was to integrate it with the Formative Evaluation information to determine whether the CIA - "Westlawn Keys to Community" was a success in relation to the mission, goals and objectives set by the project developers and the CIA youth, and to determine modification that should be made to improve the initiative for the future. The Summative Evaluation was conducted over the period of June 9-15th.

A Summative Evaluation Questionnaire with open ended questions which related to the goals, objectives and the CIA mission (see attachment IV) was developed and used. The questions were geared to gather feedback, input, impressions and views about the CIA from all the groups and individuals that were associated with the initiative - students, parents, teachers, principal and members of JPGF.

III RESULTS OF THE EVALUATION

1. Results of the CIA Formative Evaluation

The Formative Evaluation showed where the planned activities were effective or ineffective and it captured the students', staff and project leaders' highs and lows.

There were especially positive remarks from the students when they participated in the drawing of their dream community - "I really liked talking and drawing our dream community", and as they made more contact with business and organization in the community -" I would like to know more about business and organizations around", "I learned so much today it is too much to write about". Essentially the students' feedback was enthusiastic and constructive and illustrated real interest in "creating and organizing a project to use local resources ". The students enjoyed getting to know the JPGF area and discovering and sharing their own gifts with each other."; "I love CIA"; "I am sure glad I am in CIA"; "I never know there was so much right in my community."

The staff and principal were consistently enthused and supportive of the CIA project and were especially delighted with the trip to Calgary where the students "showed their stuff" at a provincial conference.

During the project there was not a lot of opportunity to speak with parents, except at the School open house and the awards night where their enthusiasm and pride in their children's' participation in CIA was evident. "He is really enjoying CIA, although I really do not know what it is about".

The JPGF members met the students in various ways and at various times throughout the term. They were also very positive about the CIA. "I told the principal that he should be so proud of these kids, I have never seen anything like it!" "I can't believe that they really did something in Butler Park. That's great"

The project leaders were the most critical of the project. They were the ones constantly making alterations in the activities depending on the students' feedback and the enthusiasm shown during the class day "the treasure hunt was great, it helped everyone to get to know each other" and "picking up garbage was not a popular activity" . Their reflections said that the students had to have things to do all the time, and that at times inappropriate student interactions were disruptive. Sometimes the leaders felt they were getting more out of the activities than the students "I learned a lot but I don't know if they did."

2. Results of the CIA Summatve Evaluation

Students, three school staff and the principal, parents, JPGF members and the project leaders were interviewed using the newly developed thirteen-question Summative Evaluation Questionnaire.

The interviews showed that the students, principal, and project leaders were the best informed about the details of the CIA activities, JPGF members were the next well informed as were two of the three teachers; the parents were the least informed.

In response to all eight *questions addressing the activities of the CIA*, questions, one to eight, the students liked being out of school, and the most popular activities were: the CIA interview day, how youth can contribute to the community, the Penny Carnival, the Dream Community exercise, Butler Park Planting and the Calgary trip. These responses were similar to the staff and principal's responses where the Butler Park Planting, the Carnival and the Calgary trip were the best known. Some of the teachers were not sure what happened at these. The parents were not well informed about the CIA but did know about the Calgary trip, the Planting and the Carnival. The JPGF members were well informed and hi-lighted the aforementioned activities, as well they noted as positive the visits the students made to them as they toured, interviewed and learned about businesses and groups in the community. The project leaders felt all the activities had positives but particularly noted that the students did not use their gifts to the optimum.

In response to question nine *"do you think the students had fun?"*, **all respondents said the students had fun!**

In response to question ten *"What do you think the students may have learned from CIA and question eleven and How do you think the CIA may affect the youth that were participating?"* . The themes of the responses included:
Leadership and self esteem. "I am able to talk to just about anyone now!" and a staff members said "we will see them take on leadership roles". The comments in relation to this theme also revolved around **responsibility, self confidence, team work, and community involvement**. A JPGF members said "it is wonderful to see the kids in the community" and a student said "It helped me understand what the community is all about". A parent said "If you are inside you don't see community; you have to get out there to understand and CIA will open the door beyond their living room." Comments on this topic also evolved around **community building, community belonging, finding a better life ahead, and learning the process of building and finding a balance in the relationship between adults and students**. One staff member commented, "I was amazed at the Calgary conference how confident and knowledgeable they were and how confidently they talked to the adult at the conference" and a students said "I liked that WE decided what to do"; another students said "I used my gifts because I showed the kids how to play soccer". A staff member said "They learned how much fun it is to give something back to the community". The staff also said CIA is **a way to enhance the image of the school.**

In response to question twelve, *"Where do you think the CIA fits in the school and its curriculum"* There was a range of suggestions from all respondents including: it is related to everything, it could be an option , a complementary course, a leadership course, a health course, a work experience, a community development course or a communication course, and finally, "I don't know". Seven students said the CIA would work in high school and three said it would not.

In response to question thirteen *"What ideas do you have for CIA for the years to come?"* **All respondents said it should continue**. The students said not to change anything.

One staff member thought the CIA should be working in the community immediately surrounding the school. A JPGF member said we must secure funding for CIA. One of the staff said "the brainsailing and dream community" gave the students impetus, and that the CIA took the students through the dream, the plan and the doing stages. A JPGF member enhanced this staff member's comments and suggested that there should be a writing part to the planning of the community project, perhaps even to the level of the development of a business plan. One parent suggested that CIA carry on throughout the summer. All three project leaders and one JPGF members felt there should be more time allotted so the project the students create is not rushed and so the students can take more responsibility for the projects.

DISCUSSION and CONCLUSION and RECOMMENDATIONS

CIA WAS A SUCCESS!

All respondents recommended that the CIA project continue . The CIA was definitely beneficial to the students, the school and the community. The CIA project clearly met all the objectives. There were favourite and effective activities and others that were not a favourite or ineffective. These were noted and changes will be made upon the determination of whether CIA will continue.

There was a lack of parental, and to a less extent, staff awareness and involvement in the CIA pilot project.

It was very encouraging to hear and read the strong support for CIA continuing on in the future. The themes of the other strong responses beyond those that addressed the set objectives were: improved students' level of self esteem, the students' increased leadership capabilities, and the students felt a greater responsibility to be responsive to the local community, These must be measured outcomes in the future.

In conclusion, **it is recommended through this evaluation that the CIA project continue** with some minor modifications and enhancements. These include:

- Allot two options per week over one semester for CIA
- Secure funding for CIA ($14,300 per semester includes school staff support, other human resources, materials and space)
- Have a pre and post test that would measure changes in the students' self esteem and leadership ability
- Have the students develop a formal business plan as part of the creation and organization of the local community project
- Have Westlawn Junior High School provide a school liaison who would be more involved in the CIA
- Find ways to increase the awareness and involvement of the parents and the staff in the CIA
- Make modifications in the daily plans as indicated in the student feedback forms, the summary and reflections by the project leaders.

ATTACHMENT I

THE CIA

ASSUMPTIONS - EXPECTATIONS - GOALS - OBJECTIVES - MISSION - LOGO

The following assumptions, goals and objectives were developed by the project leaders. Once the initiative was on its way the students created the name of CIA (Community Involved Adolescents), a CIA Mission, and a logo.

The assumptions underlying the "Westlawn Keys to Community - CIA", ➩

- an asset based community development focus works
- youth have much to contribute to community
- community has much to contribute to youth
- youth can create their own opportunities for meaningful participation in community by discovering and mobilizing their own gifts and resources and those of the community

The Jasper Place Gateway Foundation area is a prime place to have this pilot project occur. The Foundation is in the geographic area of the Westlawn Junior High School, is a new organization that has resources to share, is just beginning build its membership, and is looking for local support to make things happen

social support and friendships are health determinants - participation in community life and supportive relationships create these

EXPECTATIONS of the project leaders of the students were ➩

- Honest feedback
- Regular Attendance
- Honest Effort
- Students would be good representatives of the school

GOALS

1. Students identify and learn about their own interests and strengths
    a. by interviewing one another
    b. by doing activities (e.g. asset mapping) that highlight their own interests
    c. by creating a project that matches their interests and builds on their strengths
2. Students learn what is positive about the neighbourhoods and communities around their school
    a. by participating in a "Treasure" Hunt
    b. by meeting in different places in the area
    c. by talking and interviewing businesses and organizations in the area
    d. by using local resources in their projects
3. Students find meaningful ways to contribute to the neighbourhoods and communities around their school
    a. by brainsailing and dreaming by themselves and in groups of ways to build on their interests
    b. by actually doing something
4. Have fun fun

OBJECTIVES

At the end of June, the students will have:

- learned about and connected with Jasper Place Gateway Foundation members
- been involved in JPGF (JPGF) events and activities
- learned about and observed the JPGF area and its resources
- learned the value of sharing gifts
- identified indicators of a dream community
- identified their own gifts and interests
- created and organized a project that uses local resources
- shared their own gifts in meaningful ways with each other and with their community

MISSION

The mission of the CIA was to:

discover the positive aspects of the Jasper Place Gateway Foundation (JPGF) area
build relationships with businesses, organizations, and residents in the JPGF area
explore our interests and dreams by connecting with the community
using local JPGF resources and our own resources and abilities, bring about positive change in the JPGF area through group projects

LOGO

ATTACHMENT II
Project expenses

Westlawn - Keys to Community

Summary of Project Expenses

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Grand Total Project Expenses: $14650.31

ATTACHMENT III

Tools for Formative Evaluation

1. Weekly plans
2. Sample weekly student feedback form
3. Feedback summaries for each week completed
4. Reflection notes

PLANS -

DAY 1 - February 24, 1998

General goals and objectives:
- Youth identify and learn about their own interests and strengths
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

Morning

1. Meet kids and Walk to Glenwood
- Meet students and introduce ourselves.

2. Introductions
- Who are we - who are you - names
- What is this all about? Unique opportunity for all of us - develop this together.
- Overview of the day - food allergies?
- Play rules

3. Let's talk about community
- Where do you live? Put on map
- One thing you like about your neighbourhood
- How many people do you know in your neighbourhood
- "Draw Your Dream Community" - on flips

4. Half-full/ Half-empty
- Split group into two teams
- Team one goes out around the Hall for 10 minutes and finds the things they like about the area. Team two goes out and finds the things they do not like about the area after team one returns.
- The first group who stays in will look at all the community pictures, and write down all the common themes on cards. The second group will clump them.
- Compare descriptions of the area and talk about half-full/ half-empty.
- Draw big cup on the wall and introduce idea of half-full half empty

5. Gifts
- What can youth contribute to the community? (in big or small groups)
- Kids will interview each other - individual gifts

- Kids put three gifts of the person they interviewed on gift boxes and post them. If they found their 7th degree of separation, draw the connection.
- Talk about the gifts, and 7th degree connections.
- If time permits, clump for asset map.

LUNCH- pizza at Glenwood Hall. Susan brings pizza at 11:30. During lunch, Susan talks about JPGF.

Afternoon

1. **Treasure Hunt**- finding the treasures of Stony Plain Road.

- Three teams of five students. Each team is chaperoned by Susan, Angie or Mitch.
- S,A, and M have master copy with contact names and answers.
- We start after lunch approximately 12:00. All teams must back at the hall by 2:15.
- Add up points and discuss treasures. Any surprises? Everyone wins.

2. **Wrap up**

-Review days activities and get feedback from kids - what did they learn? What do they think?
-Next Time: Wednesday, March 4
-Homework: Bring as many newspaper articles about youth/ kids that you can find.

DAY 2 - March 4, 1998

General goals and objectives:
- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

Morning

1. Review Day 1
- have new students put their names on map
- find out sub preferences
- have students from Day 1 explain to students who weren't there about day 1
- introduce new posters

2. JPGF Connections
- reintroduce JPGF
- map all the personal connections to JPGF students have, all the places they know and like, friends they have that live near, buses, places their parents work, restaurants, travel routes they use
- also map all the places they discovered in Day 1

3. Clippings/ Catch-up
- students who were here in Day 1 look for clippings in papers about youth while students who weren't there interview each other and put up gift boxes (20 minutes)
- each student picks one article and reads it (or in pairs if there aren't enough articles) (5 minutes)
- Discussion- put questions on flip: each student answers these questions about their article:
    1. what's it about?
    2. did you know it was happening?
    3. is it "local"?
    4. are youth portrayed in a positive or negative way?
    5. what do you think about the article?
- articles are placed on half-full/ half-empty cup
- ideas are added to "How you(th) can contribute" list

4. Game break

5. Working with the gifts
- clumping gifts
- "sharing gifts" questionnaire - individual
- discuss last question on questionnaire and add to "How you(th) can contribute" list

LUNCH - Sub sandwiches at Goodwill

Afternoon
1. JPGF observations
- split into three teams, each completing an observation sheet
- walk back to the Hall

2. Discussion/ debrief from observations
- talk about what to do with the information
- discuss interesting finds
- (time permitting) Resources: come up with a big list of every "resource" the students have come up with: from the JPGF map, volunteer and work experiences from their interviews, groups they are interested in, groups their parents/ families are involved in (link this to "ideas" flip and talk about how eventually we'll combine them)

3. Discuss next 14 weeks- goals and what's to come
- possibility of presenting to JPGF AGM

DAY 3 - March 11, 1998

General goals and objectives:

- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. One-on-one interviews

Angie will take each kid aside and have a 3-5 minute interview to really zero in on what specific interest each student could work on

2. Stony Plain Road Observations

- kids will make posters for JPGF AGM and for Jasper Place Open House
- 3 students (1 student from each observation team) will do "Sights, sounds, and smells of SPR" collage with pictures
- 2 students (volunteers) will make banner- "SPR Observations, March 4, 1998"
- rest of students break into the three observation teams
- each team takes poster of their section of SPR and draws results on it
- results to be highlighted are:
    1. smiling people (at each stop)
    2. laughing people (at each stop)
    3. talking people (at each stop)
    4. people walking alone (at each stop)
    5. police (at each stop)
    6. children (at each stop)
    7. seniors (at each stop)
    8. cars (at each stop)
    9. bikes (at each stop)
    10. buses (at each stop)
    11. shops dealing with food (overall)
    12. empty buildings/ spaces in buildings (overall)
    13. empty lots (overall)
    14. parking lots (overall)
    15. security systems (overall)
    16. places with graffiti (overall)
    17. garbage cans (overall)

18. trees (overall)
19. benches (overall)
20. posters (overall)

- For each result the team will draw a symbol with a number beside it.
- each team will come up with three recommendations for JPGF based on results
- come back as large group and put maps together and come up with master list of recommendations

3. **Game break**

4. **Dream Community Indicators**

- kids will go back to dream community groups
- each group will come up with five most important things about their dream communities and put on cards
- cards are stuck on wall and grouped
- each kid gets three votes for most important "indicators" of a dream community
- take the top ___ and put on a list

5. **Potluck next class?**

- kids each bring a dish or we cook something together

6. **Evaluation**

7. **Other**

- volunteers for JP Open House?
- kids can make up thank-you cards for Goodwill and Glenwood
- kids can make up name of group

DAY 4 - March 18, 1998

General goals and objectives:

- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Meet students** at school at 11:30

2. **Lunch** (for 25)

- making sandwich plates
- who will bring what:
    - B.- salad
    - J., A., R., L.- dessert
    - J., A.- juice
    - K.- cold macaroni dish or buns
    - D., T.- cheese
    - C. - loaf of bread
    - R. - head of lettuce
    - L., A.- 3 tomatoes each
    - D. - 3 cucumbers
    - J.- (wasn't there)
    - we bring loaf of bread and dozen buns, meat, and condiments
- have one person make up place cards- we will assign seating
- have one person write up list of top 8 indicators nicely
- could have one person doing banner for Stony Plain Road observations
- five tables set up

3. **Community guests**

- JPGF guests will be invited to come and share lunch with the kids- 12:15 PM
- introductions
- eat and mingle with kids until 12:30 PM
- have kids give tour of what we've done
- ask kids to take notes on discussion- prize draw at end for those who can answer questions.
- discuss JPGF through guided discussion:

- What does each of our guests do? Have them put their location up on JPGF connections
- What is JPGF?
- What does it mean to the guests?
- What are the JPGF objectives?
- What are the different committees?
- What is the festival committee?
- What kind of plans do they have?
- What possibilities do you see for youth to be involved?
- What could members of the Foundation or your business offer for the kids to explore their interests? Any ideas?

Invited guests:

- Phyllis ✓
- Eveline ✓
- Ron ✓
- Cas - maybe
- Marjorie ✓
- Lowell ✓
- Mark Liguori ✓

4. clean up/ break

5. Finding out about JPGF- surveys

- explanation for kids: remember in April we will be coming up with projects to do, combining gifts (personal interviews), dream communities, and resources/ people we discover. But the project has to be something the community is interested in, so today we'll be finding out what the community is interested in. This is also a chance for you to find places you would like to go and visit in the next two classes.(give example)
- maybe talk about gifts- has to be reciprocal
- surveys are divided into four binders
- in groups of four (assign using place cards) kids leaf through binders of surveys to find:
    1. possibilities for youth to be involved- ideas
    2. interesting leads/ matches for their interests
    3. interesting leads/ matches for any of the dream community indicators
- use example
- each student will come up with their own list
- discuss and add to "What You(th) can do" flip

6. Other

- find out what kids are doing in other classes
- CIA slogan and logo contest- prize is a t-shirt
- banner for JPGF observations
- re-do "sights and sounds"
- wash chairs
- thank you cards- Goodwill, Glenwood, guests
- squares game

DAY 5 - March 25, 1998

General goals and objectives:

- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Review last class**

2. **Exploring the neighbourhoods**

- kids break into four teams
- each team to go to one neighbourhood to observe
- observations to be based on dream community indicators
- search for three treasures identified by community guests last class

3. **Interviews/ Profiles**

- students will go and interview/ profile people and places that match their interests (as from last week) in groups
- taking pictures?
- each group will present what they find to the rest of the group

DAY 6 - April 8, 1998

Glenwood Community League Hall

General goals and objectives:

- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

1. **Evaluations of Day 4 and Day 5**

2. **Overview of Day**

- Alberta Coalition for School Health Presentation
- Logo and Slogan contest

3. **Follow - up to "Community Observations"**

- finish questionnaires and CIA Hotspot Reports (add pictures)
- make Thank You cards for West End Day Care, Lockerbie and Hole, Gordon Howell, and Boys and Girls Club.
- share about Community Treasures and Hotspots

4. **What are you studying in class these days?**

5. **What will our Project be?**

- Angie reviews Areas of Interest
- kids review flips
    1. Gifts
    2. Stony Plain Road Observations
    3. Community Observations (done previously - above)
    4. Dream Communities
    5. Areas of interest (Angie)
- Civic Entrepreneur Activity

  -kids work in groups of two to generate ideas that encompass all 5 elements, are action oriented, and fun.

  -Using dots, kids choose top three to five ideas

  -Kids rank mathematically

6. **Next day plan** - Interview Day - Friday April 17, all day

- review the plan
- what will we ask?

DAY 7 - April 17, 1998
CIA Interview Day

General goals and objectives:
- Youth identify and learn about their own interests and strengths
- Have lots of FUN, FUN, FUN!!

The Plan:

9:00 a.m.	Meet at Jasper Place High School, tower doors for tour.
10:00 a.m.	Meet in CD Office • review schedule for day and prepare for interviews (i.e. review questionnaires etc...)
10:30 a.m.	Arrive at organization for a one hour interview and tour.
11:30 a.m.	Meet back at CD Office for lunch (students to bring bag lunches)
12:15 p.m.	Arrive at organization for two hour interactive interviews.
2:15 p.m.	Meet at Westlawn. • complete evaluations for the day • hand in questionnaires

Interview Schedule:

Morning Interviews (10:30 to 11:30)
1. Super Pet
2. Little Friends
3. Giovanni Music
4. Sport Chek
5. Revolution Cycle

Afternoon Interviews (12:15 to 2:15)
1. Artra Art Supplies
2. Off the Fence
3. YMCA
4. JP Sports Clinic
5. Pets with Leanne

DAY 10 - May 11, 1998

General goals and objectives:

- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

By the end of this day we will:
* set a date for Penny Carnival and list of day cares and schools that can attend
* set a date for Butler Park Planting
* develop a timeline for the Penny Carnival, the Butler Park Beautification, and the Mural Initiative
* plan for next week

Part I - Business and Community Assistance

1. Updates

- JPGF - Report from group who attended the JPGF meeting
- Off the Fence

2. Project Information Gathering

a. Day Cares
  - Discuss the possibilities of attending a Penny Carnival
  - Date and location (possibly Butler Park or Glendale School)
  - What times would be convenient? What ages would attend?

b. Butler Park
  - Meet with Butler Park interest group (Marie Beddis, JPGF - Cas)
  - What are the plans thus far?
  - Share the CIA suggestions
  - How can the CIA help?
  - Date for planting.

c. Mural Initiative
  - Meet at JP school with Eveline Garneau, Helen Buchkowski, AB Crafts Council reps
  - What are the possibilities of having something done for end of June??? - in Butler Park.

Part II - Continued Project Planning

1. **Group Reports** (Day Cares, Butler Park, Mural Initiative)

2. **Planning - Penny Carnival**

a. General discussion
    - when and where?
    - who will attend (ie. which schools and day cares)?
    - what age groups?
    - will this be an all day or half day event?

b. Individually students identify how they can contribute their skills or talents.

c. Divide into committees based on how the feel they can contribute.
- Possible committees include:
  - -Sports
  - -Games
  - -Petting Zoo
  - -Music
  - -Drama
  - -Arts/Crafts
  - -Details (Props, advertising, business support etc.)
- Each group will plan and answer the following:
  - -Describe the activity/game in detail.
  - -What supplies will be needed?
  - -How many people are necessary to run it?
  - -Will there be prizes?
  - -What businesses will help?
  - -What needs to be done? Who will do it? When will it be done?

3. **Planning - Empty Lot and Beautification**
    - -Butler Park and other planting possibilities
    - -Murals

4. **Planning for next time**

DAY 12 - May 26, 1998

~ Planting Day ~

General goals and objectives:

- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Plant flowers in Butler Park** - assist Colin and Mary (Partners in the Park)

2. **Bird Feeders** - students make bird feeders at Koopmans Manufacturing.

3. **Invitations** - students make invitations for the Penny Carnival.

4. **Penny Carnival Planning**

- have students who were unable to attend May 20th half hour session, and ask them which activity they would like to lead.
- have students complete Activity Questionnaires
- Business visits:
  - -Koi Pet Store re: Terry bringing her pets to Petting Zoo
  - -Atra Art Supplies re: sidewalk chalk, knee pads, props?
  - -Saxony re: talk to Caz about his hot dog machine

5. **Other**

- Plan for next week - Glenwood Hall - clean chairs, trial run of Penny Carnival activities
- C.I.A. End of the Year Party - Ideas? When?

DAY 13 - June 2, 1998

General goals and objectives:
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. Butler Park Project Evaluation

1. Review the reasons behind doing our projects by discussing how we came up with our project ideas. Use 5 criteria:
    - i. Use the gifts of the CIA
    - ii. Help the businesses on Stony Plain Road
    - iii. Help the communities around Stony Plain Road
    - iv. Help begin to make our dream community
    - v. Will it be fun?

- Have students complete "CIA Project Evaluation" individually .
- Break into 3 groups to discuss their answers. Use flips to record. Also ask: **Do the students feel the Penny Carnival will meet our 5 criteria?**

2. Penny Carnival - final preparations

- review the plan
- each student will be given a sheet that includes the details for the day, and their specific responsibilities.
- practice the activities, including the crafts and the drama presentations.
- details - where to meet, what time, what to wear, etc....

3. Other

- Thank You cards for Koopmans, Marie and Colin, and Apache Seeds.
- How can we thank Glenwood for the use of their hall? Thank you card? Clean chairs? When?
- Bird feeders - painted? Birdseed? Who will hang them and when?
- End of the year party- discuss whether the students want to do this, including what they would like to do, and when.
- Examiner article - Heather Bell will be around to interview some of the kids.

4. Evaluation

DAY 14 - June 9, 1998
~Carnival Day~

General goals and objectives:
- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

CARNIVAL DAY PLAN

9:00 a.m. - meet at Butler Park
9:00 - 10:00 a.m. - set up crafts and activities (see details below and map attached)
10:00 a.m. - kids from the Day Cares will arrive
- Angie, Darla, and Jenny to meet kids, collect money, give out wristbands, split kids into three groups and lead them to activity areas.
- All activity leaders will have stickers for the kids - to be passed out once they've done the activity.

12:00 noon - lunch will be served (lunch will consist of hot dogs, juice, and cookies) and prize bags will be given to every kid. Arty will entertain during this time.
12:30 - 1:00 p.m. - clean up and return equipment

Activity area #1

A) puppet show (Amanda)
- Amanda will bring puppets and a stage, set up the stage, and run the show in coordination with Dan's play and Kathe's agility show.

B) play (Dan)
- Dan will bring any props needed (we have 2 wigs and colorful shirts)

C) petting zoo and agility show (Kathe)
- Kathe will bring pets and set up an obstacle course for the agility show - the show will be in coordination with the play and puppet show.

Activity area #2

A) caterpillar crafts (Jennifer)
- Jennifer will bring supplies (we have egg cartons) and lay out supplies on the craft table.
- Jennifer will show the kids how to make the craft and assist them in making one.

B) paper bag puppets (Angie)
- Angie will lay out supplies on the craft table (we have paper bags and various craft supplies).
- Angie will show the kids how to make a puppet and assist them in making their own.

C) face painting (Jenna)
- Jenna will set up a table with the face paints and have a some examples of pictures the kids can choose from.

Activity area #3

A) score on the clowns (David, Coleton, and Ahmad)
- All three will help create a set up for the nets and equipment. Coleton and Ahmad will dress up as clowns and act as goalies for the kids (one for soccer and one for hockey).
- David will assist the kids with kicking the soccer balls and shooting the hockey sticks.

B) parachute games (Tawny)
- Tawny will lay out parachute and explain to the kids how to play the different games.

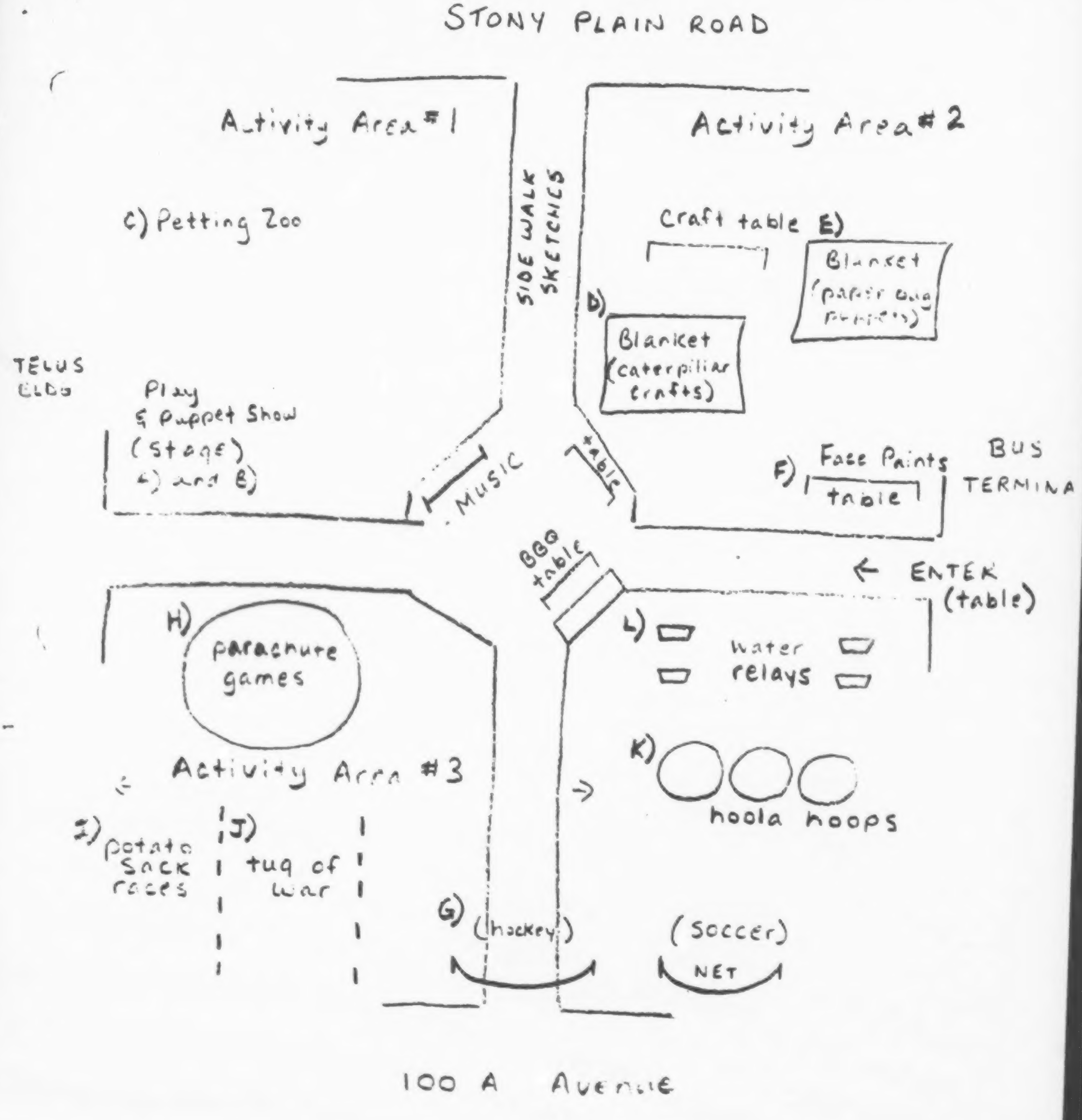
C) potato sack races (Robyn)
- Robyn will demonstrate to the kids how to get in and hop in the gunny sacks and then will have the kids line up side by side and have a race.

D) tug of war (Rob)
- Rob will divide the kids up into two even teams and have a marker in the middle (a pylon) to show where the midway point is.

E) hoola hoops and bean bags (Bev)
- Bev will lead the kids in a hoola hoop game and a bean bag toss

F) water relays (Lisa)
- Lisa will divide the kids into two groups and have them race to fill the buckets with water using a sponges.

Carnival Map


STONY PLAIN ROAD
Activity Area #1
Activity Area #2
C) Petting Zoo
SIDE WALK SKETCHES
Craft table E)
Blanket (paper bag puppets)
D) Blanket (caterpillar crafts)
TELUS BLDG
Play & Puppet Show (stage) A) and B)
MUSIC
table
F) Face Paints table
BUS TERMINA
BBQ table
ENTER (table)
H) parachute games
L) water relays
Activity Area #3
K) hoola hoops
I) potato sack races
J) tug of war
G) (hockey)
(soccer) NET
100 A Avenue

BEST COPY AVAILABLE

DAY 15 - June 16, 1998

~End of the Year Party~

General goals and objectives:

- Youth identify and learn about their own interests and strengths
- Youth find meaningful ways to contribute to the neighbourhoods and communities around their school
- Youth learn what is positive about the neighbourhoods and communities around their school
- Have lots of FUN, FUN, FUN!!

The Plan:

1. **Meet students** at 11:20 and walk to Glenwood Hall

2. **Butler Park Evaluations and discussion**

- complete evaluation sheets and discuss in small groups
  - -Do the students feel they could have or should have been more involved in the planning?

3. **Closing Discussions** (In small groups):

- Review our goals and expectations for the pilot project. Have the students review what we have done.
- Show their dream community indicators and ask: How has being involved in the CIA changed your ideas of your dream community?
- Ask each student to reflect, one by one, on the last 6 months and share their overall feelings. What was the highlight of the CIA? Was being a part of the CIA worthwhile for them? Why or why not?
- Share some of our thoughts about the successes, challenges and disappointments. (i.e. and discuss. Were our expectations too high? Should this be done again? What should be done differently?
- Come back to the larger group.
  - - Does anyone want to share some of their discussions?
  - - Would anyone like stay involved with JPGF over the summer?
  - - Can you see the CIA continuing at JP High? What it would look like, and who would be interested?

4. **Overall Evaluation** - will take place on Tuesday June 23 at noon by Susan Roberts

5. **Fun time!** - Pizza and games (as planned by students)

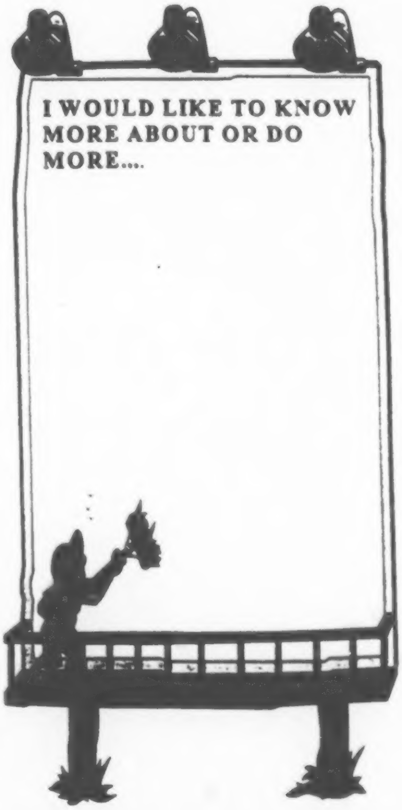
Westlawn - Keys To Community

We are all in this together... so tell us: what was good and what wasn't?

Date:

THE MOST INTERESTING THING WE DID TODAY WAS......

I LEARNED THE MOST FROM DOING...



I WOULD LIKE TO KNOW MORE ABOUT OR DO MORE....

WHAT I DIDN'T FIND INTERESTING OR EDUCATIONAL WAS...

WHAT I LEARNED TODAY WAS...

Feedback/

CIA Evaluations - Day 1 to Day 12

Day 1, Feb 24, 1998 - Evaluation:

What did you like best?

- the treasure hunt- going to the different places and meeting interesting people
- pizza
- drawing the dream communities
- the half-full/ half-empty thing was OK

Was there anything you didn't like?

- no response!

Westlawn Keys To Community
Feedback Summary March 4, 1998

1. The most interesting things we did today was...

- explore Stony Plain Rd.
- we went into a pet store and looked at pirhanas
- seeing things in the community I didn't know was there
- noticing things in the community we've never seen before (sight seeing)
- going out and adventuring about different stores/places
- walk on Stony Plain Road
- Exploring Stony Plain Road
- finding certain things that make our communtiy beautiful
- observations
- taking pictures
- counting cars
- haki-sak in the dark
- walking around and taking pictures
- in the pet store
- counting people
- pet store

2. I learned the most from doing...

- standing still on a corner for 10 minutes
- asking Jesse about mountain bikes
- actually being there not listening about it
- actually doing the activity not just discussing
- the whole day I was learning something new
- the walk- how many people and things around
- sight seeing
- sight seeing for ugly and pretty things
- observations

- walking around Stony Plain Road
- counting all the beautiful things!
- going to the Goodwill and finding out how polite handicapped people can be
- the questionnaire
- from going in and out of stores
- other things that I never did before
- asking about Japanese car

3. I would like to know more about or do more...

- exploring the city streets
- I want to learn more about bikes
- take photos
- taking pictures
- going out for a whole day and finding out about places
- about our communities
- exploring the city
- observing
- games
- walk around Stony Plain Road
- pictures and counting things
- at Bubbles Carwash
- going out for the day and learning about the stores
- go outside and walk to Stony Plain Road
- I want to know more about Japanese cars

4. What I didn't find interesting or educational was...

- taking pictures
- the adult superstore- they should not let them near comic book stores where little kids will see them
- nothing- it was all fun
- nothing- it was all fun
- it was all interesting
- the newspaper thing
- playing haki-sak
- the gifts
- the questions about our articles
- counting cars that parked
- nothing
- haki-sak
- going to have hot chocolate (not educational)
- taking pictures of ugly things
- adult super stores

5. What I learned today was...

- you don't learn very much on Stony Plain Road
- I learned that pirhanas will eat each other

- there is much more than you think in this community (hot chocolate keeps you warm)
- there is much more in this community than what we thought we knew
- that every place has their own ways and looks. Everyone has a different outlook.
- there were lots of ugly and nice things and how many people live in the communities
- most of the shops in the city close at the same time
- our society could use a beauty potion
- the scenery on Stony Plain is ugly
- that it's hard to find beautiful things in a city
- it is fun to count cars
- counting cars and getting funny looks from people can be fun
- I can make people smile
- everybody has a different outlook
- I learned how to count cars
- I learned that pirhana will bite my finger

Westlawn Keys To Community
Feedback Summary March 11, 1998

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1. The most interesting things we did today was...

- named the group
- the balloon fight
- doing the map
- played balloon game
- balloon fight
- played with balloons
- drew maps and the balloon game
- interview with Angie
- drew out what we saw last class
- balloon game, interview with Angie
- group name picking
- blowing up balloons
- making the cards (indicators)
- about places
- hitting balloons
- play with balloons

2. I learned the most from doing...

- the communities
- most important things about our community
- drawing the map
- make a class collection of important community things
- the different categories in the different communities
- the map
- maps
- interview

- interview
- community homes
- Stony Plain Road map
- popping balloons
- the map
- community
- cards
- drawing map

3. I would like to know more about or do more...

- picture taking
- balloon games
- dream drawing
- basketball- referring to the interview with Angie
- drawing
- fun stuff
- group talking
- sports (meet soccer players)
- balloon maniac game
- popping balloons
- drawing
- sports
- drawing dream community
- drawing

4. What I didn't find interesting or educational was...

- name for group
- nothing
- labelling the map
- making indicators
- the balloon maniac
- balloons
- playing with balloons
- nothing
- interview
- the working on categories(?)
- played with balloons
- our future community
- dream community
- balloon popping

5. What I learned today was...

- our new name
- all people have different views
- there are too many cars
- people like different things

- our new name- CIA
- that balloons are scary
- that people on Stony Plain Road don't smile
- our new name- CIA
- our new name for the group
- CIA, interview
- you can have fun in any situation
- nothing
- that there are too many cars
- about people and places
- drawing dream community
- I learned what people wanted in their dream neighbourhood

Westlawn - Keys to Community - Evaluations
March 18 and 25/98

The Most Interesting Thing We Did Today Was....

- March 18 - Talked to people that had businesses in the community or that were involved in it.
- March 25 - Observed the community and answered questions on it
- Have the Food Thing
- Play pool at the building by Britannia
- I got the group lost
- We ate food
- Make the Lunch
- Try to understand the map
- Our sheets on our neighbourhood
- Learn about other people
- Dan got us lost in the Canora area
- Dan got us lost
- Where the people were from solar house
- When we went in a pool place
- Observed the rural communities
- We visited the workplace of Marjorie
- Going to the businesses
- WAR House's
- March 18 - Learned what all of our lunch guests do for a living
- March 25 - We went to Lockerbie and Hole Company

I Learned The Most From Doing....

- March 18 - Looking in the binders to see what businesses are around here
- March 25 - Answering the questions on the community that we observed
- Walking around the neighbourhood

- Walking around and taking pictures
- Going to the solar house
- Listening to the guests speak
- Walking through the communities
- Visiting the HOT!!! Spot
- Listen to our business owners from JPGF
- Going to the solar house
- About where they work and the solar house
- Walking around and talking to other people
- Talking to the group
- Reading the book they gave us
- March 18 - just talking to the guests like normal people
- March 25 - Walking around the community and observing different thing

I Would Like To Know More About Or Do More ....

- Observing of other communities and finding our what other programs and businesses there are around
- Group work - when we choose our own groups
- Playing games in places
- Field Trips
- More Lunch
- Observing and so we will learn what neighbourhoods are lacking
- Learning about our likes or interests
- With communities
- Places and people we interview
- Walk around the community talking to other people
- Rural observations
- Maps/group work
- Stuff with animals
- March 18 - The day cares and playschools
- March 25 - The War Houses

What I didn't Find Interesting Or Educational Was....

- Nothing
- Playing Pool
- The Solar House
- Making the lunch wasn't very educational
- Walking
- The Walking - can't we drive
- Walking around looking for a blue and white house

- The needle and that is it
- Play pool
- Taking Pictures
- Why we had to walk to those places
- Nothing
- March 18 - Looking through all those binders
- March 25 - Nothing

What I Learned Today Was....

- March 18 - People in business help out other businesses to make things work better
- March 25 - The west end daycare center is in a church and they have some programs that involve the preschool kids
- There was a youth center near here
- That people can be really creative sometimes
- Communities are very plain and boring
- There are some interesting people in JPGF
- Mitch Left
- Cutting tomatoes is easy
- Walking around a quiet neighbourhood is boring
- Different communities are talking different things
- Business owners make up JPGF
- About the Canora community and about solar energy and the way it conserves energy
- Where is places that we see
- The people are very creative
- Very many kids were scared of cameras
- Where the Daycare was
- That plumbing and that ... takes a lot and after the was the soldiers got house's to live in
- March 18 - What our guests do for a living
- March 25 - The Lockerbie and Hole Company has been around for so long

Westlawn - Keys to Community - Evaluations
April 8, 1998

The Most Interesting Thing We Did Today Was....

- Talking about the neighborhood
- Find eggs
- Made a colouge with our pictures
- The string thing
- Look at pictures and make a collouge
- Egg hunting
- The interview talk what we are doing next week
- Talk about the interview for next time
- The WEB game
- Think of things that we could do around or in June
- Egg Hunt
- Choose our plans for our time together
- Thinking of things to make the community a better place

I Learned The Most From Doing....

- Collouge of pictures - learned about good aspects
- Writing on paper
- The vote on the top things we can do
- Ideas for action plan
- The vote thing
- Writing on paper
- The last week project
- The flash cards
- Talking about what we're doing next week
- Group work
- Voting on what to do with the community
- Group work
- Talking about stuff

I Would Like To Know More About Or Do More ....

- Penny carnival Easter egg hunts
- Egg hunting
- The interviews
- More group work
- Egg hunting
- Everything
- Sports
- The interviews
- Partner work
- Not sure
- Easter egg hunts
- Calgary and do more Easter egg hunts

What I Didn't Find Interesting Or Educational Was....

- The rode thing
- The hunt for chocolate
- Nothing
- The Easter egg hunt
- That string thing
- Nothing
- The Sting Web
- The voting
- Playing with string
- Nothing
- Playing with string
- Nothing

What I Learned Today Was....

- Community are very different
- Egg hunting was fun
- Our group loves sports
- 3 students get to go to Calgary
- Some Easter eggs have raisins in them
- Egg hunting is fun
- How everything is
- We can make a better community by helping
- Susan knows some really funky-cool games
- What we're going to do next class
- Most people in the CIA like sports
- Chocolate good
- Communities are way different from each other

Westlawn - Keys to Community - Evaluations
April 18, 1998

The Most Interesting Thing We Did Today Was....

- Interview the people
- YMCA - I learned a lot
- Spray Paint
- Do some art things
- Make Fish fight
- We went to the YMCA and SuperPet. We also got a tour of Jasper Place
- Go to the different places and talk to the people
- Going to the art place
- Talk to person from Theater Group
- hAve lunch - Talk to VP from RAPP
- Watching the handicapped people lift weights
- That you make a lot of money selling paintings
- Go to Giovanni Music

I Learned The Most From Doing....

- Getting a tour
- I ask questions at YMCA
- The Spray Painting
- That Art stuff
- Interviewing the YMCA stuff
- Asking questions about the YMCA
- Talking to Terry Plant
- Getting a tour
- Eating
- Playing and interacting with the Playschool children at Little Friends
- The Drama interview
- Learned about the difference between violin and fiddle

I Would Like To Know More About Or Do More ....

- Tours
- Interview
- Playing the Piano
- Painting
- Pets
- With the YMCA - more interviews
- Off the Fence Drama Group
- JP
- Spend an entire day doing stuff
- Lunches and RAPP
- The kids at "Little Friends"
- About bikes
- Interviews

What I Didn't Find Interesting Or Educational Was....

- McDonalds
- Lunch
- Spraying some letters with spray paint
- Going to Mac's
- Super Pets Manager (although the store and pets are cool)
- Sport Chek wasn't all that exciting to me
- Helping Artra Art
- Nothing
- Nothing
- Talking to the sculptor
- Lunch

What I Learned Today Was....

- Artra makes signs
- Lots
- Giovanni music taught little kids how to play the piano
- Painting is very fun and so is art
- Male Betta fish are territorial
- The YMCA and SuperPet are very important organizations
- So much I couldn't fit all on paper. Rob really doesn't like art!
- Painters make a lot of money
- City councilors give money
- How determined the handicapped can be and how incredibly hyper 3 -4 years olds can be
- art can earn you a lot of money
- Ray from Giovanni is really musically talented

Westlawn - Keys to Community - Evaluations
April 24, 1998

The Most Interesting Thing We Did Today Was....
Make Thank-You cards
How the CIA affects a person's health
Play the Big Ball Game
Watch other people make posters and a photo album
Play soccer
Make poster
Game
Game
Make a poster
Make a poster
Play Cards
?

I Learned The Most From Doing....
The posters
Posters
Playing cars
The posters
Posters
Poster
the posters
Talking about how the CIA affects our health
Listening to Tawny, Rob, Dan and Bev presentation
Making the Butler Park Poster
The talking at the beginning of the class

I Would Like To Know More About Or Do More ....

- Our project
- Butler Park Garden
- Games
- Darla's Game
- Posters
- Poster
- Posters
- Posters
- Posters
- Posters
- Games

What I Didn't Find Interesting Or Educational Was....

Posters
Playing soccer
Playing soccer
Nothing
Playing soccer
Nothing
Kick ball
The sensuse
Making Thank You cards
Nothing
Playing outside

What I Learned Today Was....

We have a park to plant flowers in
The CIA can affect people in mostly positive ways
We got CIA magnet stickers for Van
Every situation can be fun - you just have to make it happen.
Nothing
CIA affects your health
How CIA affects my health
Poster
How CIA effects my health
I don't have neat writing
?
I don't have neat writing

Westlawn - Evals, May 1/98

The most interesting thing we did today was.....

- walk to the park
- nothing
- nothing
- lie in the sun
- pick up garbage
- play a game at Butler Park
- see some guys with big muscles

I learned the most from doing.....

- the walk around Stony Plain
- nothing
- nothing
- nothing
- talking to businesses to see if they can donate some supplies
- talking about our projects
- talking to workers

I would like to know more about or do more.....

- walking
- projects
- sports
- lying around
- talking to businesses
- cooperative games
- how to make your muscles really large

What I didn't find interesting or educational was....

- the game
- everything
- everything
- walking around
- the bad groups
- walking up Stony Plain Road looking for businesses
- walking so much

What I learned today was. . . .

- that some people/businesses want to help
- nothing
- Butler Park is actually quite pretty
- the area is very dirty
- Stony Plain Road can't really be beautified because there are too many things, such as bars on the windows, that suggest Stony Plain Road is not a friendly place.
- people with big muscles are cool.

Westlawn Evals - May 11, 1998

The most interesting thing we did today was. . . . . .

- planning for carnival
- go to the park
- talking
- going to Butler Park
- JP
- going to JP
- checking out the sexy boys
- falling off a chair
- plan for the carnival
- go to the park
- going to the daycares
- going to Butler Park

I learned the most from doing. . . . .

- the thing at JP
- planning
- talking
- planning penny carnival
- nothing (yada yada)
- planning sheets
- talking to people
- daycare thingies
- nothing
- going to the park
- talking

I would like to know more about or do more.....

- our projects
- going to the park
- planning zoo
- nothing (yada yada)
- planning
- kids
- planning
- nothing
- going to the park
- kids
- Butler Park

What I didn't find interesting or educational was.....

- nothing
- talking at the hall
- nothing
- walking back to hall
- nothing (yada yada)
- bad groups
- ?
- ?
- talking to the daycares
- going to the park
- ?
- nothing

What I learned today was.....

- nothing
- nothing
- what we're gonna do
- where we can plant flowers
- nothing (yada yada)
- I can't draw my picture
- kids are really cute
- ?
- nothing
- how to go to the park
- kids are really cute
- Butler Park look find

CIA Project Evaluation - Summary
Butler Park Carnival, C.I.A - June 16, 1998

(12 out of 15 students responded - 2 were not in attendance, and 1 had not participated in the carnival)

What activity were you responsible for?
Water relay race
Catipilers, but I face painted
Tug of war
The Soccer shooting
Paper bag puppets
Parachute
The clown act
Puppet show
Hockey and Soccer
Bean bag toss
No response
Face Painting

What did you do to prepare for the activity and or the carnival in the weeks prior to the day?
I just remembered that for kids to have fun, you have to have fun too.
Got all the stuff I needed.
Remember the rules for the game.
Tried looking for clown clothing.
Called Ray practiced making puppets.
Not much, I just let the people from P&R know I needed the parachute.
I thought up my act.
Nothing really.
Nothing.
Made sure I had bean bags and hula hoops.
Umm…got all the exipment and, trained Ernie.
Nothing.

Did you feel that you were prepared to run your activity?
Yes___ No___ Why or why not?
Yes, I like working with kids.
No, because there was too much kids.
Yes.

Yes.
Yes, it was all ready ahead of time.
Yes, I knew what I had to do, but I got the wrong parachute.
Yes, because I was.
Yes, cos I knew what I was doing.
Yes, because Colton and Ahmad were here.
Yes, because.
Yes, I had everything I needed.
No, because they came too early.

Did you feel the CIA, in general, was prepared for the carnival?
Yes___ No___ Why or why not?
Yes, we were a little late setting up.
No, because they all had there own activities.
Yes.
Yes, we had lots of planning.
Yes, we planned it well.
Yes, we planned very carefully for this event.
Yes, because they were.
No, cos it was very disorganized.
Yes, because it took us a long time to prepared.
No, because some of us weren't organized.
Yes, everything was well organized.
Kinda because some were.

How could the carnival be improved in the future?
Be there on time and or earlier.
Be more prepared, less kids.
Have different games.
Bring carnival to the kids school.
Have less kids go.
Some events could have been better organized.
No response.
Could be better organized.
More games and make rides.
Make it more organized.
Maybe a few more animals.
I don't know.

What do you feel that you personally got out of the carnival?

A day to spend with kids who were there to have a fun day.
Experience with kids.
A headache.
No response.
I thought it was fun.
I love being around kids.
Whip cream.
I don't know.
It was fun.
A fun time with cute little kids.
I just had a lot of fun.
I saw kids, got to play.

Rank the project from 1 to 5

#5 is the BEST **#1 is the WORST**

CRITERIA for THIS PROJECT→ **Butler Park Carnival**

Did this project→

- **Use the gifts of this group? 1-5**
  1,5,5,3,5,5,3,4,4,3,5,3=46 avg=3.4
- **Help the businesses on Stony Plain Road? 1-5**
  1,4,3,2,3,2,3,2,2,3,4,3=32 avg=2.7
- **Help the communities around Stony Plain Road? 1-5**
  1,3,3,2,3,3,4,2,4,5,3,4=37 avg=3.1
- **Help begin to make our dream community? 1-5**
  1,4,5,3,3,3,5,3,4,5,5,5=46 avg=3.8
- **Was it fun? 1-5**
  2,5,5,5,4,5,5,5,4,5,5,5=55 avg=4.6

YOUR TOTALS→ 216 avg=18

What was your original ranking? avg=17.1

If today's ranking is different, please explain why.
Yes, it went down.
I got more involved in the project.
Not really different.
No response.
I don't know thing just went differently than I expected.
No response.
I think its different because I actually got to experience the event. Its different when you do it from just talking about it.
Because now I experienced it.
We didn't really help the businesses.

No response.
It was fun.
I'm really messed up. My opinions of things change all the time.

Did you enjoy being involved in this project? Please explain why or why not.

Yes, except they pulled my hair.
Yes, I had a lot of fun.
Yes, because it was fun and I love kids.
Yes, it was fun.
Ya I guess so it was kinda fun.
No response.
Yes, the kids were okay but some were bratty.
Yes, it was very fun.
Yes, I got to help kids with soccer abilitys.
Yess
Yes, because I got to face paint.
Yes, I love working with little kids. They're so cute!

C.I.A - June 2, 1998

CIA Project Evaluation - Results

Rank the project from 1 to 5

#5 is the BEST **#1 is the WORST**

CRITERIA for THIS PROJECT➔ **Butler Park Flower Planting**

Did this project➔

- Use the gifts of this group? 4,4,3,3,5,2,1,3,2,3,3,5,5 = 43
  average 3.3
- Help the businesses on Stony Plain Road? 3,4,3,3,4,3,1,1,4,2,2,4,4=38
  average 2.9
- Help the communities around Stony Plain Road? 5,3,4,3,3,3,1,4,4,3,3,5,3=44
  average 3.4
- Help begin to make our dream community? 5,5,4,3,5,5,2,4,5,4,4,3,3=52
  average 4
- Was it fun? 5,5,5,4,5,5,4,5,3,3,4,4,4=56
  average 4.3

What was your original ranking? ______

If today's ranking is different, please explain why.

- no comment (no previous ranking)
- none (no previous ranking)
- it was different because I got to actually get my hands on the activity (ranked lower)
- different marking (ranked lower)
- I got more into it (ranked higher)
- I just think that it didn't use as many gifts as I first thought, and it didn't really help the businesses. (ranked lower)
- Because of the water fight (ranked higher)
- It was different cause now I experienced it (ranked higher)
- because (ranked lower)
- It didn't help the businesses (ranked lower)
- no comment (ranked higher)
- It was more fun than I thought it would be.(ranked higher)
- Because it wasn't that fun (ranked lower)

Did you enjoy being involved in this project? Please explain why or why not.

- yes because I got out of school
- yes because I helped the community and I learned more about myself and others
- it was okay but I ended up building birdhouses instead of planting flowers
- yes, I would like to help kids to learn more
- because they knew what I liked and let me use that.
- Yes, I loved planting flowers and making things beautiful
- kinda
- yes, because everybody was there and having fun
- yes because
- yes
- yes, because it was fun
- yes, I did because it was really fun
- it was ok but it didn't help me that much

Discussion:

- The students who ranked the event **lower** than previously said they did so because:
  - -It didn't help the businesses
  - -It did not help them move toward their dream community because they do not use the park
- The students who ranked the event **higher** than previously said they did so because:
  - -The water fight was fun
- Overall the students thought it was worthwhile and fun.

C.I.A. Reflections - Day 1 to Day 12

Westlawn - Day 1 Reflections - February 27, 1998

-Overall the day went extremely well! We all had a lot of fun, and it was a great opportunity for us to begin getting to know the students, and for them to get to know us.

-We had 11 students out of a potential 17. Most of the missing students were on a ski trip that day, and some were sick. Three of the 11 students left in the afternoon for work experience.

-Reflections on the specific activities:

- Play Rules - Setting these rules together was not effective. The students did not contribute their ideas. Their lack of ideas may have been due to the fact that they were still unsure about what we would be doing together, who we were etc. It would have been better to have set them ourself ahead of time and simply lay them out for the students. Perhaps we could have then asked for any additional rules they would like to add.
- Where we live - Having the students put names on the map and describe why they like their neighbourhood seemed to work well. Some students discovered that they lived in the same community, and engaged in discussions about where they lived. It was also interesting to see what they like about their neighbourhood.
- Dream Communities - The students seemed to enjoy this activity. They formed small groups of two or three, and drew their dream neighbourhood. Their pictures were very interesting, with many common elements. This was a simple and fun way to get the students thinking about community. Having them come up with common themes was useful as well, as it encouraged students to look closely at one another's drawings, and perhaps recognize the commonalities. More work can be done with this as we continue - i.e. we can use the common themes to draw out the things they (youth) value about community - useful to JPGF??.
- Half full/ half empty - The mini Glenwood tour with positive and negative glasses was an excellent exercise. It was a good change of pace for the students, and it really showed the students how the same community can look so different depending on where you focus. The students seemed quite surprised when they realized they saw the same thing in such different ways, and it was fun to see the students debate their findings. The picture of the glass, and having them place their findings in the full or empty half reinforced the idea.
- Discovering Each Other - the interviews seemed to go well. It was interesting to read their responses, and see the variety of gifts they chose to put up on the gift board. More time needs to be spent here, finishing questionnaires, and working with their gifts - Day 2.
- Lunch - Pizza went over really well. Susan' s talk was a good change of pace, and a good lead in for the Treasure Hunt.
- Treasure Hunt - Excellent! The students really seemed to enjoy it. It was a good opportunity for everyone to get to know one another. The clues could have perhaps been a little more difficult, and it may have been more informative to the students if they had to learn about the business. The activity was, however, a great way to get

the students out in the community, and begin getting to know some of the businesses. (It was surprising how much they already knew!!) The time alotted for this acitvity was appropriate.

Day 2 Reflections - none

Reflections- Westlawn Keys to Community
Day 3 March 11, 1998

Angie and Mitch

1. Interviews:

- very valuable
- see summary

2. SPR Observations- making posters

- Directions need to be more explicit- some groups drew their maps upside-down- we will have to cut and paste it the right way up
- "Sight, sounds, smells" collage- should just put pictures up and let viewer decide whether they are beautiful or not- we will ask Ahmad and Dan to re-do
- No one did a banner- will do next class
- It was hard for kids to see the trends (e.g. where there are the most cars, etc) when they were just doing their small sections- maybe we should re-look at it in small groups and add to our list of recommendations

3. Dream Community Indicators:

- worked well although kids got antsy, near end of class time
- see summary for list
- future: kids will make indicators more specific and use them as a "report card" for communities

Balloon game:

- good game, got them moving, and they were calmer afterwards. Robyn and Jennifer were the only ones who tried to organize the group when they had the chance to strategize.

Feedback sheets:

- perhaps we should use a different format for the feedback sheets- at some point let them rate the general activities we did, such as the SPR observations (once they are completed)

Other comments:

- keep them in small groups! They are too unmanageable as a large group.
- mix up the small groups- they always choose to be with the same people
- try squares game some time

- discuss different ways gifts are shared- some times you give more than you receive and vice versa
- put up a comment sheet with the poster at JPGF AGM- so kids can see feedback
- present to Westlawn teachers before the end of the year

Westlawn Keys To Community
Summary and Reflections Day 4 March 18, 1998

Attendance: Kathe and Coleton were not there. Robyn and Jesse were late.

1. Lunch- went very well. We met the kids at the school and only about half of them were there so we were in a bit of panic- we had asked the kids to bring most of the food...by the time we got twelve of them over to the Hall it was 11:50 AM and our guests were coming at 12:15 PM. But the kids pulled through and it was all set up in time. Angie, Lisa, and Laura were our "tour guides" and showed our guests the work we'd done (Angie or Mitch should've gone on tour, too). Cas and Ron didn't make it. Mark L. came for about 10 minutes but had to run back.

The kids made place cards and arranged them on five tables, with one or two guests at each table.

After the guests were gone we got some of the kids to do up thank-you cards.

2. Guests- the guests gave a good discussion on JPGF, guided by Mitch. We asked the kids to take notes and told them we'd give prizes at the end. They behaved pretty well. The guests talked for about 20 minutes.

Eveline and Phyllis said to Susan later that they really enjoyed the lunch and that they had so much to tell about JPGF that they forgot a lot of stuff and would like to come back.

3. Clean-up- again kids were good. We were cleaned up by 1:30 PM.

4. Binders- Angie led this. We broke them into different groups which they complained loudly about. Each group of four went through two binders. It was OK but the kids didn't really get the parts about looking for youth connections or connections to the indicators. The kids spent the time mostly looking for places that matched their interests or places they wanted to visit.

Overall impressions- the kids were excellent at the lunch. The binders didn't work as well as we wanted them to.

We forgot to do the feedback at the end of the day.

Day 5 - Westlawn Junior High- Community Involved Adolescents
March 25, 1998- REFLECTIONS

1. Comments:

Darla-
- thought it was good- kids learned something without knowing they learned something
- her group didn't quite have enough time
- wished they would have had more time at Boys and Girls Club (Beth was late)- kids enjoyed the visit
- impressed with Beth- Darla is going to try to recruit volunteers for her
- should've told the kids where we were going beforehand, so they could get excited about it

Angie-
- Lockerbie and Hole is obviously a very wealthy company- good contact for JPGF
- the staff there didn't really know how to present to kids, but they were friendly
- kids were a bit rude- were probably a little bored

Graham-
- thought it was good- he learned a lot!
- Isabelle Connelly Park in Crestwood named after the first licensed female embalmer in Alberta
- next time kids should have more say in where they were going- they should also develop their own questions for the interview

Mitch-
- should make it a more "relaxed" tour- less scheduling and a less rigid route- maybe have two visits instead of one
- Gordon at the Solar House was good
- "Canora" comes from "Canadian Northern Railway"

2. Tours:
- marking places on the map didn't really work- only one group did it
- two groups didn't complete their questions
- all groups completed the hotspot questionnaire
- Treasures:
    - Crestwood- business cards from the Crestwood Cobbler Shop
    - Grovenor- a prospectus from Lockerbie and Hole
    - Canora- a pine cone, some rocks, blue and white strings (because there are so many blue and white houses)
    - Britannia- an old paint can
- Pictures- two groups wrote down what their pictures were
  The Top Three- only one group completed this

3. Other comments/ events:

- When we met the kids at the school it started hailing and snowing- it cleared off luckily but we should probably have a plan "b" if the weather had been really bad.
- Told kids about slogan and logo contest- prize- free lunch at restaurant along Stony Plain Road
- Angie asked kids to rank places they want to visit for interviews- see her summary
- Mitch said his tearful goodbyes...
- Once again we forgot to do an evaluation!! We had very little time at the end when we met at Artra.

Day 6 - Westlawn Keys to Community - April 8/98
Reflections

Angie and Susan facilitated this session. Three students were absent: Jesse, Robyn and Rob

1. Evaluations (typed by Johanna):
- Evaluations were not completed for Day 4 and 5, so students were asked to do so now on one evaluation form.
- We stressed the importance of their input, and the students seemed to take the task seriously.
2. Overview of the plans for this day
3. Follow-up to Community Observations
- We asked the students to get back into the groups they were in for the Community Observations, and complete the questionnaire, specifically question F, "The Top Three" reasons to live in this community. They also created a collage of pictures, and made Thank You cards.
- The students were then asked to present to the rest of the class, by sharing their reasons to live in the community, and talking about their "C.I.A. Hotspot", their community treasures and their collages.
- They did an excellent job with this task.
4. What will our project be?
- This exercise worked really well.
- The students came up with some excellent ideas. Some needed assistance.
- They seemed to really enjoy the ranking system.
- 2 main ideas were selected.
- The students also came up with ideas for the projects.
5. Interview Day - Friday April 17th
- We reviewed the plan so far, and asked the students to contact Angie on Wednesday to find out where they will be going. They agreed to meet at 9am at JP Tower Doors, where they will find a C.I.A. sign.
- Students brainstormed and came up with questions for the interview questionnaire.
- The students seemed really enthused.

Other reflections:

- the kids seemed less rowdy and more attentive today. Not sure why, but perhaps it was related to Susan's presence (an older adult). It may also have been related to different mix of students, with three missing.
- It seemed to really come together for students today because, choosing a project involved reviewing all that we have done so far, and including it in the project.
- The Easter Egg hunt outside and the string game (sit is circle, pass a ball of yarn, and create a spider web, then undo tracing path backward) were both well received.

Westlawn Keys to Community - DAY 7 Reflections - Friday April 17, 1998

-Overall the day went extremely well.
-There was some confusion over vehicles, but it worked out well in the end.
-The kids did a good job with the questionnaires. Before going out they were reminded to look for possible assistance with their two project ideas - this was also a question on the questionnaire. Just about every group found support and willingness to participate or assist in their projects.
-Most of the places were prepared for their student visitors, but there were some places that were not. (i.e. the manager at Super Pet was not there, and had not told the staff. Also the kids who went to YMCA were supposed to be instructed to wear work out clothing - unfortunately (due to detail overload) this did not happen)

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Westlawn Keys to Community - Day 9 Reflections - May 1, 1998

- picking up garbage was not a popular activity! A couple students complained that "Mitch promised we would not have to do this" while others did not participate. Most however did pitch in, and quite a bit of garbage was picked up.

-Rubber gloves were provided, and the students seemed glad to have them.
-The "Predator and Prey" game went over quite well. Some kids were reluctant to play at first, but once the game got going, most were anxious to have a turn.
- the students came up with many ideas for improving Butler Park and the Stony Plain Road area. Walking along Stony Plain Road looking for ideas for beautification resulted

in a few more ideas, but it was not a very engaging activity. The students seemed to enjoy stopping in at the businesses, and did find some possible connections for the Penny Carnival.

-Evaluations were completed by all but the group that walked to Apache seeds got back much later than the rest of the group.

-some students felt their was too much walking.

Westlawn Keys to Community - Day 10, May 11, 1998 - Reflections

-This day was quite productive in terms of getting the projects organized.

-For the Penny Carnival, visiting the Day Cares was a good idea, as it gave quick answers as to who could attend our event, and what times would be most suitable.

-having the students identify how they would personally contribute to the Penny Carnival was also useful, as it forced them to think about their gifts, and find a way to put them to action. It also fostered commitment and accountability.

-Attention should be paid to ensuring the students all get to share their skills or talents in some way.

-working in groups based on general interests (sports, arts and crafts, drama, music and animals) was also useful. The list of activities, required supplies and which students would be involved, really put some structure to the carnival, and helped identify what further steps were necessary to put the carnival together.

-it was great to have Marleen Kankunnen with us, as she had many ideas for the students.

-Butler Park planning went well, many ideas were generated. It was great that Cas was able to attend.

-Mural initiative - students were interested, but mostly wanted to draw their own stuff. Eveline had definite ideas about what the mural should be like, but was willing to work with the kids. It would have been good to have the 5th floor artists there - we will have to remind them next time.

-there is lots of work to doing a mural. It should probably be a long term JPGF project that the kids can be a part of.

Day 11 Reflections - class canceled due to Track and Field rain-out day

Day 12 CIA Reflections - May 26, 1998 - Butler Park Planting Day

- Overall, the day went quite well. The students planted approximately 700 flowers. Everyone took a turn planting, some of course planting more than others, and others watered (the flowers and each other!)
    - We only ended up using half of the flowers, so Marie and Colin were going to contact George about planting in another location.
- A-Channel and The Examiner came by to interview the kids
- Three students went to Koopmans and built bird feeders to be hung in Butler Park. Three students will be painting them on their own time.

- We also tried some of the games that would be run for the Penny Carnival. Darla tried to get a leader for every activity, and experienced some difficulty. Some students appeared to be unhappy about the task they volunteered to lead.

> -we decided to compare what the students said they could do and what their gifts are with what they are actually signed up to do. If some students are not using their gift in any way, we will look for ways for them to do so.

-Kathe and Angie D. went to Koi Pets to talk to Terry about bringing her reptiles to the Penny Carnival. Terry seemed very willing to help, however, the reptiles belong to a friend of hers who is currently on vacation. He should be back on Sunday, and she will contact him then.

-We did not evaluate this day. Perhaps a special "project evaluation" should be done for both this project and the Penny Carnival.

-Things to do:

- Darla will make a list of all "to do's" for the Penny Carnival, and we can divide it up amongst ourselves.
- Make invitations and send to Day Cares
- Phone Kathe and Angie regarding their business contacts (SuperPet and Giovanni Music) and what the next steps are (i.e. do they want us to finalize things, or will they do it?)
- Next Day: Meet at Glenwood Hall. Begin by reviewing where we have been and why we are doing this - get kids focused again. Evaluate the planting day. Practice games and activities again. Maybe wash chairs.

CIA Reflections - Day 13, June 2, 1998

-This was the last class before the Penny Carnival - students were given the opportunity to practice their activities, and the plan for the day was reviewed in detail.
-Unfortunately, over half the students were not able to attend, due to a science field trip that had been planned. It is important that we ensure all the students will attend on the days we are scheduled to have them!
-It will be interesting to see how the students do with the carnival. They have been working with us to plan the day, but it has been a struggle. They don't seem to see the reality of this event.
-In hindsight, we perhaps should not have taken so many of the details on ourselves (ie. organizing food, volunteers, prizes etc.), although the tight timelines have not permitted any other alternatives.
-Overall, the kids seem to feel they are contributing their gifts through the carnival and will hopefully feel good about that if the carnival is a success.
-We also did a Project Evaluation of Butler Park Flower Planting. It worked well. especially comparing their previous ranking and comparing and discussing the changes. The most important factor seemed to be having fun.

July 15, 1998
CIA Reflections

Penny Carnival Reflections

future considerations:
- have an organizer be responsible for collecting the money or arrange to have the money paid prior to the carnival - this would have avoided the loss of some money
- have everything done before the carnival begins - i.e.- the prize bags should have been stuffed and the BBQ should have been set up
- have a back up plan for volunteers who are unable to make it at the lest minute

details regarding CIA students:
- some of the students did not relate well to the kids - lacked the enthusiasm needed to get the kids excited about their activities
- it was difficult to keep the students busy when the kids were not at their event - some helped out with other events and some just wandered around
- most of the students lost interest in the carnival after lunch and as a result the West End Day Care kids missed out on many of the activities
- it was difficult to motivate the students to clean up and put things away after the carnival

how the crafts/activities went:
- the kids seemed to enjoy themselves
- the face painting was most popular and therefore required extra volunteers in order to avoid line-ups
- sidewalk sketches and the mural activity needed someone to act as a coordinator
- the craft activities needed some extra help

allocation of volunteers:
- two people collecting money and giving out bracelets - this was appropriate
- three people cooking, handing out hot-dogs, etc. - this was appropriate
- one person dressed as Arty
- one person playing music
- one extra person helping with face painting
- we needed to have two floaters and one leader for each Day Care

planning for the carnival:
- the CIA students should have been involved with the carnival planning and responsible for getting the equipment and supplies for their activities
- the students could have benefited from an opportunity to meet with younger kids and get used to them before the carnival

Day Care feedback:
- Jumpin Jacks Day Care (Sunita) - thought the carnival was really well planned and all the kids and volunteers were friendly(many were calling kids by their names) - some of the younger kids (under 4) had difficulty with playing with the floor hockey sticks

Day 14 no reflections

Day 15 - June 16 ,1998

-This was the student's last day of CIA party. At the beginning, before the pizza arrived, we wanted to take the time to evaluate the Penny Carnival, and to wrap up the whole year with some closing discussions.
-Many of the students had forgotten that we were ordering pizza, and even though we asked Mark Ligouri to announce that they were to go to the Glenwood Hall, many did not show up. We found several at Pa's and one did not show up at all.
-Although we got started a little later than we hoped, we broke into small groups and began the Butler Park Evaluation.
-We then broke for pizza, and then resumed the small group discussions.
-The Butler Park Evaluation went well. We used the original Project Ranking forms with additional questions.
-The discussions about the CIA in general were difficult, but some interesting and insightful comments did come up.
-It is hard to get the students to reflect and be critical.
-Because there were only a few insightful comments, it is difficult to determine how the CIA had an impact.
-It was obvious that many friendships either developed or strengthened through being involved in this group.
-After the discussions the students occupied their party time as they liked. If we had more time, it would have been good to have had the students totally organize their party, including food, games, location etc.
-At the end of the day, after the students had left, it was discovered that the boys bathroom had been purposefully messed, which was an unfortunate ending to the CIA.

ATTACHMENT IV

Summative Evaluation Questionnaire

Community Involved Adolescents- C.I.A.
Westlawn Junior High School
WESTLAWN KEYS TO COMMUNITY 1998

SUMMATIVE EVALUATION - Interview - Master

The Community Development Office of the CHA approached principal Mark Liguori requesting an opportunity to work with some students focusing on the discovery, connecting and mobilization of the students' own assets and gifts and connecting these with those of people and groups in their communities; that is focusing on what "we have" rather than "what is wrong" and to find ways and places where the students could be part of the community in meaningful ways. Principal Liguori was very receptive and sixteen students become the "Westlawn Keys to Community" students (subsequently there were 15 students, one student relocated to another school).

The assumptions underlying the "Westlawn Key to Community" are ⇨

- an asset based community development focus works
- youth have much to contribute to community
- community has much to contribute to youth
- youth can create their own opportunities for meaningful participation in community by discovering and mobilizing their own gifts and resources and those of the community
- The Jasper Place Gateway Foundation area is a prime place to have this pilot project occur. The Foundation is in the geographic area of the Westlawn Junior High School, is a new organization that has resources to share, is just beginning build its membership, and is looking for local support to make things happen
- a determinant of health is for people to be active participants in community and have supportive relationships with others

The goals and objectives for the project were developed by the project leaders. Once the initiative was on its way the students created the name of CIA (Community Involved Adolescents), a logo, and the CIA Mission.

The expectations of the project leaders of the students were ⇨

- Honest feedback
- Regular Attendance
- Honest Effort
- Students would be good representatives of the school

Interview

Parent___ Teacher___JPGF___Student___ Project leader___Principal__

Name:_______________
Date:_____________ __

1. ***Can you tell me what you know about the CIA - Westlawn keys to Community?***

   WHO?

   WHAT?

   WHERE?

   WHY ?

   HOW WHEN?

2. ***What activities do you know the CIA to be involved?***

3. **Did you know the students did the following as part of the CIA so they could** identify and learn about their own interests and strengths⇨
   - interviewed one another
   - activities (e.g. asset mapping) that highlighted their own interests
   - created a project that matches their interests and builds on their strengths

   YES____ NO___

4. ***What do you think of these as activities for the students?***
   objectives 4, 6, 7, 8
   - 4. learned the value of sharing gifts
   - 6. identified their own gifts and interests
   - 7. created and organized a project that uses local resources
   - 8. shared their own gifts in meaningful ways with each other and with their community

5. **Did you know the students did the following as part of the CIA so they could** learn what is positive about the neighbourhoods and communities around their school⇨
   - participated in a "Treasure" Hunt
   - met in different places in the area
   - talked and interviewed businesses and organizations in the area
   - used local resources in their projects

   YES____ NO ____

6. ***What do you think of these as activities for the students?***

   objectives 1, 2, 3
   1. learned about and connected with JPGF members
   2. been involved in JPGF events and activities
   3. earned about and observed the JPGF area and its resources

   Mission 1, 2, 3
   1. discover the positive aspects of the Jasper Place Gateway Foundation (JPGF) area
   2. build relationships with businesses, organizations, and residents in the JPGF area

7. **Did you know the students did the following as part of the CIA so they could** ⇨ find meaningful ways to contribute to the neighbourhoods and communities around their school

- brainsailed and dreamt by themselves and in groups, of ways to build on their interests
- created a logo and a mission
- actually did something - planted flowers in Butler Park, created a Penny Carnival, attended a Healthy Schools conference in Calgary, presented their ideas to the Jasper Place Gateway Foundation

YES____ NO ____

8. ***What do you think of these as activities for the students?***

Objectives 1, 2, 3, 4, 5, 6, 7, 8

1. learned about and connected with JPGF members
2. been involved in JPGF events and activities
3. learned about and observed the JPGF area and its resources
4. learned the value of sharing gifts
5. identified indicators of a dream community
6. identified their own gifts and interests
7. created and organized a project that uses local resources
8. shared their own gifts in meaningful ways with each other and with their community

Mission 3 and 4

- 3. explore our interests and dreams by connecting with the community
- 4. sing local JPGF resources and our own resources and abilities, bring about positive change in the JPGF area through group projects

9. ***Do you think the students had FUN⇨***

10. ***What do you think the kids may have learned from CIA?***

11. *How do you think that the CIA may effect the youth that were participating?*

12. *Where and how do you think this fits in the school and in its curriculum?*

13. *What ideas do you have for CIA for the years to come?*

The expectations of the students by the project leaders were that the students would give honest feedback, regular attendance, honest effort and be good representatives of the school. ⇨
How successful do you as student__parent _____teacher__ principal___JPGF___project leaders__ see the students/yourselves as a group in having met these expectations

On a 1-5 scale where 1 is poor and 5 is great

	1	2	3	4	5	Comments
• Honest feedback						
• Regular Attendance						
• Honest Effort						
• Be good representatives of the school						

Comments:

OBJECTIVES:
At the end of June, the students will have:

- learned about and connected with JPGF members
- been involved in JPGF events and activities
- learned about and observed the JPGF area and its resources
- learned the value of sharing gifts
- identified indicators of a dream community
- identified their own gifts and interests
- created and organized a project that uses local resources
- shared their own gifts in meaningful ways with each other and with their community

Community Involved Adolescents- C.I.A.

Westlawn Junior High School

The youth defined the mission of the CIA is to:

- discover the positive aspects of the Jasper Place Gateway Foundation (JPGF) area
- build relationships with businesses, organizations, and residents in the JPGF area
- explore our interests and dreams by connecting with the communityusing local JPGF resources and our own resources and abilities, bring about positive change in the JPGF area through group projects

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